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AMUSEMENTS.

Albany, June 20, 1844.

DEAR SIR—I have received yours of the 14th inst., in which you state, that "a few teachers in this county are in the practice of attending balls, playing at cards and checkers and using alcoholic drinks as a beverage;" that you have invariably condemned such practices, and as a consequence are at issue with those teachers. And you ask my opinion on this subject.

If, instead of "playing at cards and checkers," you had said they were in the practice of gambling; and in lieu of "using alcoholic drinks as a beverage," were in the practice of becoming inebriated or disguised with liquor, I should have had no hesitation in advising you, that such individuals could not be regarded as possessing "a good moral character," and that it would be your duty to admonish them, and if they did not reform, to annul their licences. But, in the estimation of a great majority of the community, dancing is not condemned; and the playing of cards or checkers merely for amusement, and without being connected with money or mingled with the black passion of avarice, is regarded as harmless; and if we attempt to enforce a higher grade of morality than is entertained by the community in which we live, that community will always be too strong for us. The moral standard can be elevated only by reasoning and persuasion, and is never benefited by the mandates of law or the dogmas of authority.

If the individuals to whom you allude are in danger of contracting habits of dissipation, or if you apprehend that their example will do injury, I should conceive it to be your duty to call upon them in a private and friendly manner, and in the most delicate and least offensive way, explain to them your apprehensions, point out the dangers they incur, and appeal to their understandings for the remedy. By treating each of them as a brother and a friend, instead of indulging in public rebuke, your chances of success will be a thousand fold multiplied.

Having myself, when young, indulged in all the practices which you have enumerated, I cannot find it in my heart to issue an official reprimand against these teachers. I should be met by that troublesome text "let him who is without sin" &c. In my youth I attended balls and danced, which I confess I have never seen cause to regret. I indulged also in using alcohol as a beverage, and escaped intemperance, whilst thousands of others fell victims. I look back with terror at my narrow escape; and am also conscious that my health would now be better and my constitution more vigorous, had I totally abstained from my earliest years. Others, how-

ever, are not yet convinced that health is connected with abstinence; and as I was many years an unbeliever, I dare not censure their incredulity.

I wish innocent amusements for the young could be multiplied, varied, and made so attractive as wholly to exclude games of chance or skill, because I think that such games frequently lead to gambling. Youth must and will have amusements and hours of relaxation; and the character of these amusements often leaves a durable impression.

The French peasantry frequently congregate, and dance, and sing, and compliment each other, and make themselves happy. The peasantry of some other nations meet to bait bulls, fight cocks and dogs, run horses, drink gin and beer, indulge in gambling, drunkenness, wrestling, pugilism, &c. Who, in a foreign country and strange land, would not much rather find himself in company with a social Frenchman, than a surly Englishman or morose Spaniard? I wish there were twenty sports for the young as innocent, as social, as healthful and exhilarating as dancing. It appears to me that when dancing is properly conducted, (and any thing may be perverted and abused,) it is not only harmless, but healthful, social and beneficial. It has been practiced in all ages, among all nations, savage and civilized, and has been tolerated if not encouraged by the great majority of sects, denominations and creeds of Jews, Christians and Pagans, from the beginning of the world to the present day. Singing is equally universal. It is applied to devotional as well as to secular exercises; and if our minds were disencumbered of all the prepossessions of youth, and the prejudices of education, it would perhaps be difficult for us to prove that dancing might not with equal propriety be applied to both purposes. I am aware that my opinion in respect to dancing, will not be deemed orthodox by all. Should it not meet with your approbation you will please to reject it.

Very respectfully, yours, &c.

S. YOUNG.

F. B. SPRAGUE, Esq.

MINISTERS OF THE GOSPEL.

INDIVIDUALS licensed to preach according to the rules and discipline of the Methodist Church, are, during the continuance of such license, to be regarded for all taxable purposes as Ministers of the Gospel or Priests of the denomination to which they belong.

Such individuals are ineligible to any school district or other civil office, under the clause of the Constitution prohibiting ministers of the gospel from holding such office.

APPRAISAL AND APPORTIONMENT OF DISTRICT PROPERTY.

On the formation of a new district from one or more existing districts, the library of the latter is to be appraised and apportioned in the same manner as other property of the district. The avails, however, instead of being applied in reduction of any tax thereafter to be imposed for building a school-house in the new district, are to be applied by the trustees to the purchase of books for a district library.

The unexpended and unappropriated public money belonging to the districts from parts of which such new district is formed, is to be equitably apportioned by the Town Superintendent among the several districts interested, in proportion to the number of children between the ages of five and sixteen in each.

A LECTURE

Delivered at Rochester, before the Convention of County Superintendents of Common Schools:

By WILLIAM B. FOWLE, of Boston, Mass.

Published in accordance with a vote of the Convention.

GENTLEMEN—The subject on which I propose to offer a few plain remarks for your consideration, is Memory—Memory, that wonderful faculty of the mind which alone perpetuates the product of all the others, which resuscitates the past, and enables us to lay up for future use the knowledge we may acquire by study or experience.

What, then, is Memory? The aged will perhaps tell us that it is a gloomy treasure house of regrets; the young, that it has no existence; the fortunate, that it is a paradise to which his constantly receding footsteps would fain return, but from which he is constantly driven by the flaming sword of his onward destiny,—while, to the disappointed, memory is a barren waste, without one verdant spot, a cheerless desert, where the monuments that rise over buried hopes, never cease to cast their deep shadows upon the present scene. In this sense, memory is very much what our propensities and habits, our virtues and vices, may make it; but the memory with which teachers have to do is less poetical, a matter of fact affair, and as such only would it become me to speak of it.

As all discipline of the mind depends upon a proper education of this wonderful faculty, it is important surely that we should endeavor to ascertain what it is, and we naturally go to the metaphysicians and put the question to them; but the definitions of these philosophers are as various as they are unsatisfactory. Whilst all acknowledge that memory is a faculty of the mind, all have been puzzled to tell how it is connected with the mind, and how it operates.

One maintains that it is only a continued but weakened perception, (that is, a feeling not repented, but forever felt.)

Another says it is only what remains after a sensation, (like the vibration of a string that is never to be struck again.)

A third declares it to be a sensation or an idea renewed, (but he could not tell us what renews it.)

A fourth tells us that it is a sort of sensibility so delicate that it can be effected by a past sensation, (as a place once struck is susceptible to a slighter blow afterwards, but we are not told how or by what the repeated blow is given.)

A fifth has called memory that faculty which experiences anew what has been already perceived, with the consciousness that it has been previously perceived, (but this is a statement of facts and no explanation of them.)

A sixth describes memory to be a power of the mind to revive or recall former impressions.

A seventh insists that memory is not a faculty itself, but an attribute of every other faculty, &c.

But although the descriptions of this mysterious faculty have been so various, not so have been the systems of instruction based upon them, for these have been very uniform, and, I fear, uniformly erroneous. All the theories of memory but the last I mentioned, agree that it is a single power of the entire mind, and that it only requires an act of the will for the mind to perform one act of memory as well as another. In other words, the common notion seems to be that every mental storehouse is fitted up for the same kind of goods, and it is the duty of the teacher to fill all alike; and this attempt at filling is often carried on until school days are over, when the mind, no longer controlled, for the first time discovers its own fitness and capacity, and begins to accumulate treasures entirely different from those which had been forced down, notwithstanding the disgust and nausea that always accompanied the operation.

We do not know what the mind is, and we can hardly expect to understand all its faculties. But, as in the case of electricity and the subtil fluids, if we cannot ascertain the nature of memory, we may ascertain some of its laws; and by this method we may approach nearer and nearer to that seat of the mind, which is surrounded with clouds almost as impenetrable as those tremendous shades which involve the eternal throne; and though mortals may not hope to be admitted to the secret place where light actually dwelleth, we may, we must ascertain something more of its nature and of its laws, or the very light that is in us will continue to be darkness.

I have said, that various as are the theories of memory, the use that is made of it in education is altogether too uniform. So prevalent is the error on this subject, that when men speak of memory, it rarely happens that any other operation of the mind is meant than that which we exercise in common with parrots, I mean the recollection of words. You who have been teachers know, that when parents brought their little unfledged angels to you, and wished to make you sensible of their prodigious talents, the burden of praise almost uniformly was that they could commit ever so many pages at a lesson. Commit!—yes, and commit suicide at the same time. It is this notion, this mistaking of the mere memory of words for the whole of memory, that I consider the unpardonable sin of teachers and bookmakers at the present day. I hope my remarks will not be considered as those of one who, having laid aside the harness, has no better use for his leisure than to make observations upon those whom he has left in the traces, but rather as the remarks of one who, for twenty years at least, has practised what he now preaches, and

who has reason to believe that thousands of his late fellow-laborers would be glad to adopt the system he recommends, if those who superintend their schools would second their endeavors, and supply the means of communicating ideas instead of words.

Let us consider for a moment the position I have assumed, that the memory of words is generally considered the whole of memory. What is the first employment of the mind in the nursery? Learning to say things by heart, that is to say them heartlessly. When I was at a dame's school, I learned the Assembly's Catechism, the compend of it that was then printed in the N. E. Primer, so thoroughly that I could repeat it backwards as well as forwards, and understood it one way just as well as the other. When the dame had visitors, I was often brought forward to perform this feat, crab-fashion, to the great amazement of the visitors, the glorification of the venerable dame, and to my own great edification in Christian knowledge and humility! God forgive her, if she erred in teaching me the first step in that narrow way, whose gate she opened with love if not with judgment!

Then the child reads books without having them explained, and generally without any examination by the teacher, for who, until perhaps very lately, ever heard of examining a child in his reading lesson, except perhaps to correct the pronunciation of a word, or to settle the power of a dash or comma, although the reading lesson may be the best medium for conveying useful knowledge to the mind, the best opportunity for teaching the definition of words, the precious occasion for inculcating a healthful taste for substantial food!

Then, at an early age, English Grammar must be studied, committed, I mean, for the words are by no means synonymous. The words of some manual must be said or sung for a given number of years, until the child arrives at that *ne plus ultra* of philology, "a substantive or noun is the name of any thing that exists or of which we have any notion, as *man, virtue, London*;" and then, if the child is at a loss to know exactly what sort of notion "*man, virtue, London*" is, he will not fail to learn what it is "to be, to do and to suffer."

Geography, of course, cannot long stay uncommitted. A book is placed in the child's hands, containing on an average, about 360 pages. The committing of this to memory is generally the work of years, and by the time the task is done the world has so changed, that more than half the book contains is incorrect, and the only consolation the poor victim has is the consideration that, if what has been learned is not true, it will do no harm, for it has been forgotten as fast as it was learned.

Next, the child must study history—study history! That is, he must commit page after page to memory, or only such paragraphs as have been adjudged a sufficient answer to a stereotyped question. The meaning of the language is not elicited by any impertinent inquiries, the Geography of the country at different epochs is not allowed to interrupt the thread of the narrative, and the practical and moral conclusions are left, as the grammarians say, *understood*.

I could add to this summary, astronomy, botany, the various branches of natural history and natural philosophy, the modern and ancient lan-

guages, and all the branches usually tormented in our higher schools; but I have said enough to illustrate my remark that common school education is generally conducted as if there were no memory but that of words, and as if this were all that is essential to the proper development of ideas, and the full exercise of every intellectual faculty.

Leaving the school for a moment, let us look abroad into the world, and see how facts corroborate this opinion. If you select half a dozen persons of good intelligence, it is probable that the memory of each will be different from the others. You will, perhaps, hear the first deploring his wretched memory, which cannot recollect his children's names, and in the next breath he will hum a tune that he heard but once half a century before. Another says he cannot remember the name of a person, but if he has seen a man once, he never forgets him, and yet he complains of a treacherous memory! A third had no memory at school, and could never learn his lessons; but he can never forget the brutality of the master who regularly flogged him for not doing what he would gladly have done if he could. He "never can forget," and yet he has no memory. A fourth, perhaps, has travelled much, and can describe most particularly every route or every object he has seen, but as he sometimes forgets an appointment or a message, he laments that he has no memory. A fifth can never quote a line of poetry, and concludes she has no memory, although the chronicles of scandal are engraved on her memory of adamant, and she is not unlike one of our western mounds, the capacious receptacle of worthy characters that have been slain, and from which the curious may at any time extract the sad memorials of human frailty. A sixth, in fine, who cannot recollect the text at church, or a single sentiment of the discourse, will tell you how long her poorer neighbor has worn the same bonnet, and how every person in church was dressed; or, perhaps she recollects every christening for more than half a century, to the great annoyance of juvenile advanced-spinsters, and young old-bachelors.

If this be a true picture of life, it follows that every person has a memory for something, and that something is usually what occupies the strongest faculty of the mind, and, of course, affords the greatest pleasure. A musician will be more likely to remember tunes than sermons, a mechanic will remember the form and operation of machines, better than any written description of them. The painter will recollect the color of a dress, and the dress-maker the fashion or cut of it. An angry person will remember an affront, and a benevolent person will never forget a kindness. Shall a man who remembers words most easily, say to any of these, you have no memory? or shall he take airs because he can remember words, when they are so stupid that they can remember only things?

One thing is certain, the memory of words is no criterion of intellectual power. Some of the greatest talkers have been the shallowest logicians, and some of the greatest linguists have been the greatest simpletons. In fact, the memory of one class of facts is no pledge for the memory of any other, and few persons have ever been distinguished in every department of memory. But we are told that this committing

to memory strengthens the mind and leads to a habit of application. So it does. It does strengthen this particular faculty, it does lead to a habit of application, but only to words, considered as words, and not as embodying ideas. Let me not be misunderstood. I am not contending that a great verbal memory, and great general scholarship, great practical knowledge, are incompatible, but only that one branch of memory, like the high priest's rod, has swallowed up other branches as large as itself, and is likely to die of repletion.

Remarkable verbal memories are almost the only ones that have been recorded, and yet every one can recollect remarkable memories of other faculties. I spent much time with Zerah Colburn before he went to Europe. He was then about five years old, and could neither read nor write. His manners were so rude that he knew not the use of a knife and fork, and when placed at table he stabbed a large sausage, and holding it impaled on his fork, he placed both elbows on the table, and nibbled alternately at the ends until the sausage disappeared. And yet this untutored child performed calculations which involved so many figures, that I could not have repeated them from memory after a week's application, but he made the calculation, and gave the answer in a few seconds. When he was exhibited in London, he was allowed to overwork this faculty, and it was destroyed, as the verbal memory usually is, by the excessive exercise of it.

Some have contended that memory is a faculty of the intellect only, and they have denied it to the propensities, and of course to the irrational creation. But who does not know that the lower animals often have remarkable memories? Horses, dogs and some other animals travel without guide-boards. Some animals speak, but this is only as many children recite lessons, by the memory of words without ideas. I knew an aged crow who had been taught to say, when any curious person stopped to look at him, "What do you want, boy?" but he said this to old as well as young, to girls as well as boys. We have even an authentic record of the loss of this verbal memory by a bird. It is related of a parrot, who had become celebrated for his loquacity, that he was once accompanying his master, Prince Maurice, in a vessel of war, when they were attacked by the enemy. During a tremendous engagement, the poor bird shrunk away and hid himself, almost frightened to death. After the battle, he was found, and drawn out of his hiding place, but he never spoke a word afterwards, and his only answer to the various questions put to him was, *boong!*

How common is it to hear a teacher complain that his pupil will not attend, has not the faculty of attention. But children are never destitute of attention. The reason they do not attend to the lesson in hand is, that they are attending to something else. Attention, like memory, is an attribute of every faculty, and it is only where there is no desire that there is no attention. A stupid boy may forget his lesson, but he will not forget his dinner, and the same operation that puts one man into an ecstasy, puts his neighbor to sleep. Children, at school, usually prefer one study to another; what they like they attend to, and what they do not like, and this is what they have little capacity for, they disre-

gard. Now, I conceive the greatest, the highest effort of teaching to consist in so clothing useful subjects with interest, that those who may not love them are still induced to attend to them. This exercises the weaker faculties, and increases their ability. As the hand or foot acquires strength and skill by judicious exercise, so does every faculty of the mind; and as the muscles lose their power and skill by inaction, so does every organ of the brain. If a child is malicious and quarrelsome, vindictive and passionate, you have only to give him cause and opportunity for the display of his malevolence, to increase its power. But place this child where his passions will not be excited, treat him with unvaried kindness, cultivate his reason and his moral sentiments, encourage him to acts of benevolence, and set him an example, and in time his lower propensities will become less active and less powerful, if not entirely subdued. I do not pretend that all evil dispositions can be made good ones, nor that all memories can be made equal, for I know that there are original and irreconcilable differences; but I also know that the worst disposition and the weakest memory may be greatly improved.

After the view which I have taken of memory, it may reasonably be expected that I should endeavor to show how education should be conducted if the view be correct, and it be important to improve the whole mind, and not a twentieth part of it. May I be excused, then, if in doing this I speak in the first person, for it is in this person that I have taught for twenty years, and ought I not to add, that when I describe what may be done, I only describe what has actually been done.

As it is certain, then, that the intellect of a child under five or six years of age is immature, I should pay less attention to that than to the senses, on whose power and correct perceptions so much of the future intellectual progress depends. Most children are very observant of the ten thousand objects of nature and art that surround them, but they are generally left "to find out by their learning," that is, to find out without instruction, the qualities and peculiarities of what they see. The senses are allowed to take care of themselves, as if they could not go wrong, could not acquire bad habits, and must come out right at last. It would lead me too far if I should follow out this idea, but I have alluded to it that your own minds may do so. This early cultivation of the senses is a delightful exercise to children; and clothing, as it does, all the objects around them with interest, instead of promoting sensuality, the surest basis is laid for intellectual and moral progress. Conversation, then, with children, about common things, their form, size, color, number, order, feel, smell, taste, sound, &c., next after the fear of God, is the true beginning of wisdom.

I should allow the little ones as much liberty as is consistent with tolerable order. I should give them little or nothing to commit to memory, and make their exercises light, and vary them often. I should not be distressed if they did not know their letters in six months or six years, for they can be taught ten thousand things more important; kindness, obedience, reverence, truth and justice will do them far more good than the alphabet. If I see any evil propensity displaying itself, if I cannot demonstrate the impropr-

ety of it, I shall not punish until I have exhausted every means of preventing its indulgence. Prevention is the great principle; for to my mind nothing is more unwise and unjust than the laws which regulate even the best Christian communities. We allow the young to run unmolested until they break the law, and then we punish them. If a boy discovers ever so vicious a propensity, and we are sure that crime must be the consequence, we cannot touch him until it is too late, we cannot restrain him, *it is against the law to save him.*

If the little child shows an uncommon aptness for one thing more than another, I never allow the predominant faculty to be overworked, but I turn my chief attention to the weaker faculties that need encouragement. What is generally called genius and talent is only the predominance of one faculty over the rest. This must be carefully educated, but the others must be well attended to also, or we shall see another example of genius without a well balanced mind, wonderful talent without common sense, genius that can create other worlds at pleasure, without being able to get a decent living in this. The merry little being learns to talk, to sing, to think—little thoughts, of course—to draw horses with their knees the wrong way perhaps; to count, anything but her money; to play, dance and be happy, and make others so.

But it will not be long before the child will *desire* to read, and, perhaps, of late no question has exercised the minds of teachers so much as how the first lessons in reading shall be given. With the old plan of teaching the names of the letters first, and then their various powers, you are acquainted; the new method, which has found friends in the highest rank of teachers, proposes the teaching of the whole words first, without regard to the elements of which the words are composed. Of course the learning of one word is no help to the pronunciation of a new word; at least I have never seen words placed in any book on this plan, so that the first words learned are a key or help to those which follow. The child not knowing the sound of the consonants, vowels or syllables of which the word is composed, fixes his eye upon some *part* of the word, rarely upon the *whole* of it, and is in great danger of miscalling every other word that has the same appearance. The great advantage of this method, we are told, is the *greater ease* with which a child learns to read, the *greater pleasure* he takes in reading, and the *greater profit* of learning words that have meaning, rather than letters that have none.

I do not deny that a child may learn to read a few words in this way sooner than he will if he waits to become acquainted with the letters, but I have always found that pupils who are allowed to skip the elements of any art or science, and revel in its pleasant things are never willing afterwards to go back to those elements, which, though omitted at first, must be learned some time or other. Now, as no one pretends that the names of the letters and their powers, need never be learned, but, on the contrary, as they all recommend this at a later stage of the business, the question seems to be whether in the end there is not a loss of time and an increase of labor.

But we are told the new plan is more pleasant to the child, he prefers words with meaning, to

letters and syllables without. I dare say all this is true. If there is more pleasure in reading words than in learning elements, I would teach the elements first on the same ground that the cunning nurse gives the physic first, and then the pleasant drink that is to remove the disagreeable taste from the mouth. I think, however, that this objection to the old plan relies for its force entirely upon the defective manner in which the alphabet has usually been taught. If it be important to connect ideas with letters, I would engage to connect more with any letter than with any word. It would be difficult to illustrate this position better than by reading a short extract from a work called "The Youth of Shakspeare," which, in the quaint style of that day, 'runneth of this wise.'

"Mother," said young Shakspeare, "I pray you tell me something of the fairies of whom nurse Cicely discourseth to me so oft. How may little children be possessed of such goodness as may make them be well regarded of these same fairies, mother?" "They must be sure to learn their letters betimes," replied she, "that they may be able to know the proper knowledge writ in books, which, if they know not when they grow up, neither fairy nor any other shall esteem them to be of any goodness whatsoever." "I warrant you I will learn my letters as speedily as I can," replied the boy, eagerly. "Nay, I beseech you, mother, teach them to me now, for I am exceeding desirous of being thought of some goodness. But what good are these same letters of, mother," inquired he, as he took his horn book from the shelf. "This much," replied Dame Shakspeare; "by knowing of them thoroughly, one by one, you shall soon come to be able to put them together for the forming of words, and when you are sufficiently apt at that, you shall thereby come to be learned enough to read all such words as are in any sentence, which you shall find to be only made up of such; and when the reading of such sentences shall be familiar to you, doubt not your ability to master whatsoever proper book falleth into your hand, for all books are composed only of letters, as I shall teach thee straightway." The lesson had not proceeded far, when the draper's wife came in. "And what hast got here, prithee, that thou art so earnest about?" asked Mrs. Dowlasa. "A horn-book, as I live! And dost really know thy letters at so early an age?" "Nay, I doubt I can tell you them *all*," replied Master William, ingenuously, "but methinks I know a good many of them." Then pointing at the several characters, as he named them, he continued: "First, here is A, that ever standeth astraddle. Next him is B, who is all head and body and no legs. Then cometh C, who bulgeth out behind like a very hunchback. After him cometh D, who doeth the clean contrary, for his bigness is all before. Next"—here he hesitated for some few seconds, the others present regarding him with exceeding attentiveness and pleasure—"next, here is—alack, dear mother, do tell me that fellow's name again, will you, an' it will go hard with him if he escape me."

Think you that a child taught the alphabet in this or any similar way, would ever be tired of his lesson? But the chief objection I have to the new plan, is its being a mere exercise of the verbal memory, worse than learning the words of a Dictionary, for, in the latter case, there is an

alphabetical order if no other, and many words related to each other often stand together.

But let us suppose the child has passed the threshold, *what shall he read?* Not, surely, such books as are levelled down to his intellect, for these will keep the intellect down. It is better to give him books that he can understand when explained, and this explanation it is the duty of the teacher to give. I would have the child understand just enough to enable him to take an interest in the book, but I would have it always beyond his easy grasp. Bring the book down to the child's capacity, so that he can understand every word, and every idea of it, and he will never wish to read it a second time, and will make no progress in ideas or in reading, if he is compelled to read it. If I may compare great things with small, I will say that the Creator does not teach us to read in the Book of Nature in any such way. We are interested in every page that he has spread before us, but we understand very little of it. On the second perusal, we learn something more, and the more times we read, the better we understand, though we are sure we shall never master the great volume. There is a just medium in this matter, and he who consults the nature of children will observe it. Children, if I know them, prefer to read such books as require not only a constant stretch of the understanding, but even of the imagination, and such are the best for them, if they are to be read more than once.

But some utilitarians would have all reading books for schools filled with lessons in useful knowledge, and of course would exclude the greater part of our best poetry and works of imagination. Hence we have Agricultural Readers, Scientific Class Books, and such like, but does any farmer suppose that his son will be made a farmer by reading an agricultural school book? I can assure him that his farming and reading will be about equal to each other. Reading for information is one thing, and reading for the purpose of affecting others is another. Children should read for information at home, but at school, they should be taught reading as an art, a glorious art, and the reading lessons should be such as to afford the teacher an opportunity of teaching it properly; but this cannot be done in the humdrum books of science, in the sing-song and monotonous pages of a work on agriculture, commerce, manufactures or science.

It is true that much useful matter may be introduced into school books, and, other things being equal, instructive lessons should be preferred; but the great object for which reading is taught in schools must not be lost sight of in the attempt to introduce a little of all sorts of knowledge, which will never make children good philosophers, and which will assuredly prevent them from becoming good and impressive readers. Show me a teacher who prefers to use books on this mistaken plan, and I will show you one who knows nothing of reading as an art.

When I have expressed these sentiments, it has been objected that they would exclude the reading of the Scriptures from our schools. It might exclude the genealogical tables, the Levitical code, and perhaps a few other passages that, however valuable in other respects, afford no exercise like that I advocate; but there are thousands of passages in the sacred volume, sublime and beautiful beyond all others, and which not

only are calculated to improve the heart, but which render portions of the Bible preëminently suitable for teaching reading as an art.

In teaching English Grammar, I would require little or nothing to be learned by rote. If there is any real difference between the parts of speech, the child should be obliged to point it out, instead of seeking the information in a Dictionary. Moreover, in teaching English Grammar, I would be sure it *was* English. Our language is more simple in its structure than any other, and I would teach it in all its simplicity, whatever might be the fashion. Not one child in ten thousand, studies any other language than his own, and yet every child is obliged to learn grammars that were constructed on foreign models. Because Greek had one article, two adjectives were set apart from the rest and called articles, that English Grammar might not lack this part of speech. As Latin nouns had six cases distinctly marked by a different termination, so English nouns must have half the number, although in the plural they undergo no change, and only one in the singular, which renders the word no longer the name of a thing, no longer a noun. Because the Greek and Latin and some modern languages in their various modes of speaking vary the termination of the verb, we also must have our five modes, not because we have any change of termination, but because the Greeks and Latins *had*. Because the Greeks and Latins, by the addition or change of terminations, counted forty or fifty methods of expressing tense or time, we who have but one such change of termination, like the simple jackdaw, are strutting about with our borrowed feathers, and pretending to be classical peacocks.

All this aping of foreigners impedes the progress of the child, and does not in the least assist him in the correct or effective use of language. I should admire to go into the particulars, but I should weary you, and perhaps offend my fellow bookmakers who are profiting by the general error. I would early teach the child that grammar is taught him that he may apply it to the use of language. Composition should go hand in hand with grammar. Conversation should be encouraged, and talk should be written down, till the mind is sufficiently trained to do something more advanced. When the child is well acquainted with the structure of his own language and the use of it, I would teach him the Latin, or some other grammar, that he might, by contrasting the two, acquire that distinct idea of his own, which the popular grammars of English aim as far as possible to obliterate by assimilation.

This perversion of English grammar, and the dull and inoperative manner in which it has been taught, have induced many of high standing to object to the study altogether. I cannot reject any good thing because it is abused, and I can least of all be induced to abandon this study, at the present day, when, in addition to the ordinary causes for neglect, we are overrun with a torrent of cheap and alas! popular literature, in which the chief charm is often the jargon which, under the names of Scotch, Irish, Cockney, Yankee, or some other barbarous dialect, has so corrupted the "well of English no longer undefiled," that nothing is more rare than the pure English idiom, and nothing so important as immediate and constant resistance on the part of

every teacher, against the most serious enemy that our language has ever encountered.

In teaching Geography, I should require no lessons to be committed to memory. The smaller geography used in the Boston schools, says in the preface, "Most authors have extended the subject beyond its proper limits, and much extraneous matter is introduced into school geographies." This is a just remark, and yet the author has devoted a large portion of his book to astronomy, meteorology, mineralogy, the statistics of religion, commerce, population, and similar matters, which may be true to-day, but which must be false before long.

The author of the larger geography used in the Boston schools, has told us that it "was first published in 1819, and after two editions were stereotyped, or permanently fixed. Soon, he adds, it was necessary to re-write it entirely; and then, after two editions, it was stereotyped or fixed again; and he says it may be expected to remain as it is till a *considerable* change shall become desirable." that is, till an unusually large proportion of it is false. In the mean time, it must be borne in mind, thousands and tens of thousands of children are learning these geographies with the certainty that what they learn, if remembered, will soon be of no value. The world will not stay fixed, as the unlucky book does, and when there is so much certain and permanent knowledge to be learned, is it not cruel to trifle with the young mind thus? It is bad enough to have to commit to memory what is true, but it seems unpardonable to oblige a child to commit what is already false, or avowedly soon to become so. Let it not be supposed, however, that the two geographies alluded to are singular in this respect; I believe they are like all others that are popular, and a late most popular author solemnly promises in his preface not to change his book often or than once in five years, right or wrong. It is said of one of the worthy governors of New-Amsterdam, that because the wind had a troublesome trick of changing, he was accustomed early in the morning to fix the city weathercock for the day; and in what does his conduct differ from that of the author last mentioned?

Again, it is generally conceded that the true way to learn geography is to begin at home, and travel no faster than we get acquainted; but, as geographies are made to be *universally* used, this beginning at home is impracticable. A geography adapted to any particular home, would not be likely to have an extensive sale. The utmost we may ask then is, that they shall give a particular account of our own state. Well, how far have they done this? Mitchell, out of 336 pages, allows the Empire State but four, and these include three pictures that were not executed by Raphael or Benjamin West. Olney's geography allows your great state 4 pages out of 238, and these 4 include 3 engravings not by the same great masters. Smith allows you 4 pages out of 312, and he can only afford 1 engraving. Woodbridge, in his new edition, thinks that 2 pages out of 352, with 1 picture, are enough for New-York, and the other authors are no more liberal. Poor Massachusetts is allowed room in proportion to her size, and yet these books furnish all the knowledge that our children are required to learn of their respective states.

If you wished to learn the geography of a town instead of a world, how would you proceed? Would you go to one farmer and ascertain whether he raised wheat or oats? to another to know how many men he employed? to a third how many pigs he raised, or how often he washed their faces? Would you visit the schools to see how many children attended—when they did not stay at home? how many pupils there were of each sex, and how many teachers? what school books were used and what abused? and whether they were purchased because they were cheap, or because they were good? Would you visit the several clergymen and ascertain how many sects there were, and how many of each sect? which expended the most money, and which had the least to show for it? No, indeed, you would know that these things have nothing to do with geography. You would walk round the boundaries of the town, and see how other towns bordered upon it. You would travel every road and learn where they led to; you would visit every pond and every hill, and sail down every stream; you would learn the locality of every church, of every school-house, and every other public building; you would learn the limits of every school district; the remarkable caves or rocks; the quarries, and every thing that could be considered *permanent*; you would draw a plan of the town, till you were familiar with every part of it.

Then if you wished to learn the history of the town, you would have some lines to go by, some points to measure from. You could lay out the farms of the first settlers, and cut them up as their descendants did; you could plan new roads and future improvements, and your accurate knowledge of the unchangeable features of the town would never cease to be of service. Statistical tables are valuable to the political economist, to the historian and antiquarian, and such may prepare and preserve them for reference, but what would they think if asked to learn such tables by heart? We cannot travel over the world as we may over a town, but we may travel over maps till the face of the globe is familiar, the great natural features, those characters which the Creator has engraved on the everlasting rocks, and not what transient man has scratched upon the shifting sand.

The celebrated Rousseau ridicules the custom of teaching History to children, and he relates an amusing anecdote, which shows that history was taught in his day very much as it has been since. He was spending a few days in the country, and a fond mother invited him to be present at a lesson in Ancient History about to be given to her son. The lesson related to that event of Alexander's life, when, being dangerously sick, he received a letter informing him that his physician intended to poison him under pretence of giving him medicine. Alexander handed the letter to the physician, and while he was reading it, drank off the medicine at one draught. At dinner, the conversation turned upon the lesson, and the young historian expressed so much admiration at the courage of Alexander, that Rousseau took him aside and asked him in what the wonderful courage consisted. Why, said he, in swallowing such a nasty dose of physic at one draught. His kind mother had dosed him almost to death, and all medicine was poison to him. Still the history was not lost upon the

child, though it was misunderstood, for he determined that the next medicine he had to take, he would imitate Alexander. "If it be asked," adds Rousseau, "what I see to admire in that act of Alexander, I answer, that I see in it the proof that the hero believed in human virtue, and that he was willing to stake his life upon his belief. The swallowing of the medicine was a profession of his faith, and no mortal ever made one more sublime."

History, as taught in schools, should be a practical application of Geography. My method of teaching it, was to read the history to the class, explaining every word, and illustrating every sentiment as far as possible by maps, books, engravings, medals, relics, and conversation. Then I required the pupils to read the lesson for themselves, and be prepared to answer such questions as I might propose. I never taught ancient geography except in connection with history, and never without a constant comparison of ancient geography with modern. In this way there is hardly any branch of human knowledge that was not brought to the aid of history, and in return illustrated by it. But, set a child to learning the compend by heart, or only so much as will serve for an answer to certain set questions, printed and adapted to the very words of the answer, and what does the child acquire but a distaste for what is only a dead letter, and a love for tales and romances and that trashy reading which is too well understood, and whose spirit as well as letter killeth too often both body and soul?

But, it may be asked, would you not cultivate the memory of words at all. I answer that the ordinary intercourse of society will do much towards educating this memory, but there is one school exercise which, when not perverted, is peculiarly fitted for this purpose; I mean *spelling*, although spelling, if properly taught, is not merely the learning of words, but the expression of sounds, and the acquisition of a correct pronunciation, which is rarely acquired in any other way. Perhaps no one branch taught in our common schools has been so badly taught as this, and in no department is there such a general complaint of deficiency, and such a loud cry for reform. Whence is this? Certainly not because correct spelling is not universally considered indispensable to a good education, certainly not because there is any dearth of spelling books. Will you bear with me a few minutes longer, while I endeavor to explain the cause of the deficiency which is so notorious.

First, then, spelling has been treated as an inferior branch, in which to exercise a pupil was to degrade him. Hence the higher classes have generally been excused from spelling, or have only spelled occasionally without having regular and set lessons. Now, spelling must be taught at schools, or the chance is a thousand to one that the adult will never make up for the neglect. The reason of this is not so much the incapability of adults to learn, as their unwillingness to come down to the only effectual way of learning, that is, by lessons from the spelling book. It must be this, for adults read the words constantly, write them frequently, and understand and use them better than children do, and yet they seldom correct words that they have been accustomed to misspell. The reason uniformly given by adults, who continue to spell ill, is,

that they were not properly drilled when young.

The *second* reason why spelling has retrograded in our schools, has been the pretended improvement of spelling books. Thirty or forty years ago, little or no regard was paid to pronunciation; and any person who *chewed* his words was laughed at as a flat or sneered at as a pedant. About that time Walker's Dictionary was reprinted in this country, and spelling books began to be made on his plan. The test of gentility was pronunciation, and not orthography. Figures and other marks were introduced into spelling books, and relying upon these, the classification of words began to be neglected, until it was almost disregarded, and the difficulty of learning to spell was increased just in proportion to this neglect. Who needs an argument to show that a proper classification facilitates the learning of every art and science, and that on the association thus produced, the memory in a great degree depends for its power? The great desideratum is a spelling book that shall be choice but sufficiently comprehensive in its vocabulary, simple but exact and thorough in its classification, and that shall teach the true pronunciation without appearing to do so, and *without drawing off the pupil's attention from the naked word*.

The *third* reason for the decline of spelling was the introduction of definition spelling books, and the custom of giving spelling lessons from dictionaries. If attention to the marks and figures that indicated the pronunciation, took off the scholar's attention from the orthography, much more so did the affixing of a definition. The definition became everything, and the orthography only a secondary object. The vocabulary of a definition spelling book was so curtailed from necessity, that it was altogether insufficient for the purpose of teaching orthography, and the words of a dictionary are so numerous that it was the labor of a life, a *school* life, to spell it through once. You see the consequence: in the definition spelling books many common and useful words were omitted, and the attention was distracted between those that were left and their definitions, while the length of time required to go through a dictionary rendered a familiar acquaintance with the definition or the orthography absolutely impossible. And had the definition been retained what would it have been worth? Common words are generally mystified by a definition, and seldom explained. The other day, in preparing a new work to oblige children to write the words of their spelling books, I wanted a simple definition of a *flounce* and of a *periwig*, both common things and well understood. I turned to the most popular and really the best school dictionary, and found the definition as follows:

Periwig. Adscititious hair.

Flounce. A loose, full trimming, sewed to a woman's garment so as to swell and shake.

I then asked an intelligent child what sort of hair he thought "adscititious hair" was. "I don't know," said he, "unless it is hair that is all in a snarl." I then asked an intelligent girl what she should call "a loose full trimming sewed to a garment so as to swell and shake," and she said at once "an April fool."

So much for the definition of *easy* words. I then had occasion to look out the word *Imbrica*.

ted, and found that it meant "indented with concavities." I asked a miss who was reading, the meaning of the word *anodyne*, and she looked in the dictionary, and mistaking the *a* which denoted that the word was an adjective, for a part of the definition, she said *anodyne* meant "a mitigating pain."

If the memory is treacherous, the definition will soon escape, almost as soon as it is learned, or it may be applied to the wrong word. When a class of young misses was once reading to me, the word *wedlock* occurred, and, as usual, I asked the meaning of it; "I know," said a lively little girl, who had "studied dictionary," as she called it, at another school, "it is something they fasten barn doors with."

I believe this is a fair specimen of the aid that children get from definitions obtained in dictionaries; for, as I have said, if the words are common, no definition is needed, and a large proportion are of this description; and if the words are not common, the definition will not be understood or will be immediately forgotten.

The fourth cause of the decline of spelling, is the attempt to teach spelling from reading lessons. I have already hinted that the true place to teach a child the meaning of a word is not in the dictionary, where it may have a dozen meanings apparently contradictory or perfectly unintelligible, but in the reading lesson, where the word is used and where its very use often defines it. The faithful teacher will never miss this opportunity to explain words, not only because the interest and the intelligent reading of the particular lesson depend upon it, but because he will never have so good a chance to teach the correct meaning and use of words in any other department of instruction. But this is a very different exercise from spelling, and just so far as it is excellent for teaching the meaning and use of words, it is unfitted to teach spelling; for, if it be true that the affixing of a definition diverts the attention from the orthography, it is evident that the sentiment and the interest of the narrative will do so in a greater degree. Every scholar knows the extreme difficulty of printing correctly, but this does not arise from the ignorance of the author or the printer, but from the constant tendency of the sentiment or thought to divert the attention of the proof reader, whether author or printer, from the structure of the words themselves; and hence their custom of spelling the words instead of pronouncing them, or the reading of sentences backwards to destroy the sense, and fix the attention upon the naked words. There are no spellers in the world equal to proof readers.

But spelling from reading books is attended with another serious disadvantage. The number of words will not be extensive, and many words in common use will perhaps never occur at all. Besides, those that do occur, occur in utter confusion; and, for this reason, neither teacher nor pupil can ever know how many words he has learned, nor of how many he is ignorant. The presumption is that the words of a spelling book include all that will occur in useful, but not strictly scientific books, and in profitable conversation, and these will be spelled and written over and over until they become familiar; and when teachers will go back to this old plan of using the spelling book, and not till then, will they be able, in my opinion, to

remedy the defect which all acknowledge to exist. It will not do to say that spelling is not worth the trouble of acquisition, for I think no one will deny that spelling is like charity in one remarkable respect, for a man may understand all mysteries and all knowledge, and yet, without correct spelling, he is nothing.

If I did not believe that the prevalent mode of committing books to memory was *cruel* as well as incorrect, I should not be so anxious for the reform. The custom has been, and now is, for the teacher to set a lesson to be learned at home and it not unfrequently happens that the parents have the hardest part of the work to do, for they have to direct the child, to encourage him in the disagreeable task, and then nurse him in the sickness that follows. I wonder that parents do not often come to the conclusion that they may as well set the lesson as *teach* it and so have the credit of it. Who does not know that nineteen-twentieths at least of every lesson committed to memory are immediately forgotten? I should as soon think of employing a child to bring me water in a basket, as to learn lessons by rote. What would you think of a farmer, who, instead of taking his boy into the field, should give him an agricultural catechism to commit to memory in the chimney corner? We may suppose the instruction to run somewhat in this manner:

Father. Well, John, what is a plough?

John. A plough, sir?

F. Yes, my son, a plough, what is it?

J. What is the first word of the answer, sir?

F. A utensil.

J. A utensil invented by the ancients and greatly improved by the moderns to abridge manual labor.

F. Very well! How is it formed?

J. Its form is various, according to its various uses.

F. What is its usual form?

J. It is a sort of frame work, having a body and two arms, that coalesce into a horizontal beam, to which the moving power is attached.

F. What is the use of a plough, John?

J. It is not fair to ask questions that are not in the book, sir?

F. That's true. Well, tell me, then, what a harrow is?

J. A triangular implement of husbandry perforated with numerous holes in which are inserted strong metallic projections.

F. Very well. Now what is the use of a harrow?

J. To segregate such conglomerates as are not sufficiently comminuted by the plough.

F. That's a brave little farmer! After such hard work, you must be hungry, so go in to supper.

It would not require much shrewdness in a yankee farmer to guess what would be the result of this sort of education. He would instantly reject it, and the next morning, perhaps, send his child to school to be taught geography, or natural philosophy in the same irrational manner.

Some years ago, I wrote a dialogue* for the amusement of my pupils, and as it not only exhibits the folly now under consideration, but also the kindred folly of crowding a little of every

*Since published in the "Familiar Dialogues" of the author.

thing into the young mind, with your permission I will read a page of it.

Mother. Are you the mistress of this school, miss?

Teacher. I am, madam.

M. Your school has been highly recommended to me, and I have concluded to place my only daughter under your care, if we can agree upon the subject of her studies. Pray what do you teach?

T. What is usually taught in preparatory schools, madam. How old is your little girl?

M. She is only five, but then she is a child of remarkable capacity.

T. I should not think she studied many branches at present, whatever she may do hereafter.

M. Indeed, she is not so backward as you imagine. She has studied astronomy, botany and geometry, and her teacher was preparing to put her into algebra, when ill health obliged her to relinquish her school.

T. Have you ever examined her in these sciences, madam?

M. O yes, indeed. Fraxinella, my dear, tell the lady something of geometry and astronomy. What is astronomy, my dear? Ask her a question miss, any question you please.

T. What planet do we inhabit, my dear?

C. Hey!

T. What do you live on, my dear?

C. On meat, ma'am; I did not know what you meant before.

M. No, my dear, the lady wishes to know what you stand on now; on what do you stand?

C. On my feet, mother; did she think I stood on my head?

M. Fraxinella! dear, you have forgotten your astronomy the three days you have staid at home. But do now say a line or two of your last lesson to the lady, now do, dear, that's a darling.

C. The equinoctial line is the plane of the equator extended in a straight line until it surrounds the calyx or flower cup, for the two sides of an isosceles triangle are always equal to the *Apipopolamus*.

M. There, miss, I told you she had it in her, only it requires a peculiar tact to draw it out. I knew she would astonish you.

T. She does, indeed, madam. You speak of the plane of the equator, my dear, will you be good enough to tell me the meaning of the word plane?

C. Ugly, ma'am, I thought every body knew that.

T. How many are three times three, my dear?

C. Three times three?

T. Yes, how many are they?

C. I don't know. Mrs. Flare never told me that; she said every body knows how to count?

T. She taught you to read and spell, I suppose.

M. No, I positively forbade that. I wished to have her mind properly developed, without having her intellect frittered away upon the elements. But I see your school will not do for my daughter. I was afraid you only taught the lower branches. Come, Fraxy, dear, let us call on Miss Flourish; perhaps she is competent to estimate your acquirements, and finish your education.

I have thus, in a very familiar way, endeavored to expose the too prevalent error of attempting to cram all sorts of knowledge into the mind through the single avenue of the verbal memory, to the neglect of all other kinds of memory, of the external senses and of the reasoning powers. The first great principle which should guide us in the education of children is to teach only what is necessary and proper, and what the child is competent to understand; and the next is to illustrate, explain and demonstrate it, as far as possible, to the understanding and the senses.

I have given you the result of twenty years' observation and experience; and whether I am in error, or whether the common system of instruction is in fault, you, gentlemen, must judge.

COUNTY AND TOWN SUPERINTENDENTS, THEIR PLANS, THEIR LABORS AND THE RESULTS.

In this and the succeeding Journals we intend to give brief notices of the proceedings of the various school officers; their addresses and communications to the inhabitants and trustees of the several districts; their conventions, examinations, inspections and celebrations. And that we may do them even-handed justice, we request them to forward such accounts of these educational movements as will clearly exhibit the condition and progress of the great cause.

We anticipate much good from these brief chronicles of school reform. Not only will the various plans tested, be widely diffused, but the people will be put in possession of those facts which will enable them to judge of the fidelity and ability of the officers to whom the welfare of their children, the happiness of their firesides, and the prosperity of their families, is so largely confided. And although the brief extracts our space allows, will but give a glimpse at their various and undervalued services, enough will be known to lead on to that inquiry which will honor the faithful and devoted school officer, and condemn him, if any such there should be, who has slept upon his post, or betrayed his trust.

We begin with the first account received since April; it is of the school convention in

ULSTER.

This was called by GILBERT DUBOIS, the County Superintendent, at Kingston, on the 30th of April. Rev. Eliphaz Fay, of New-Paltz, President; H. G. Abbey, Secretary.

The leading object was the organization of a County Association. An able address was delivered by Mr. George Gifford.

Among many admirable resolutions, we ask attention to a few which clearly and strongly present the claims of this great cause, and show the spirit which actuated the convention. We

hope—we are aware that it is asking much, but they are not caucus resolutions—that they will be read.

WHEREAS, there exists a relation and intimate connexion between ignorance and crime, immorality and misery—Therefore

Resolved, That the moral, intellectual and scientific education of our youth, is an object of the very first importance, eminently worthy the talents and the ambition of the most gifted and influential minds of the country, and is among the highest earthly duties of the citizens of these United States; and that indifference to, or neglect of this subject is inconsistent with the requirements of good citizens, and at variance with the plain manifest obligations of patriots, philanthropists and christians.

AND WHEREAS, the common schools of our country are chiefly to be relied on as the source of this education, affording the only means for the education of the whole people; for at these institutions alone are the entire youth of the land equally privileged. Here all are alike entitled and invited to enter; whereas at private or select schools, few except the heirs of affluence or the children of fortune ever gain admittance, leaving by far the greater number—the rugged sons of toil—the inheritors of comparative poverty, to grow up in ignorance and obscurity, or what is worse, to commence an education in the street, the bar-room, or the gambling house, which is too likely to be carried out at the prison or the penitentiary—Therefore

Resolved That our common schools are entitled to the affectionate regard and fostering care of the wise and good, and ought to receive the liberal patronage and confiding support of the whole community, as the nurseries of the mental, moral, social, and political character of the nation.

Resolved, That we highly approve of the plan of establishing a Normal School in the city of Albany, for the education of common school teachers, and look upon it as another step taken towards raising the dignity and worth of the teachers' profession.

Resolved, That we approve of the calling of this convention by Mr. Gilbert Dubois, our county superintendent, and that the manner in which he has thus far discharged his important official duties entitles him to our thanks, and to the favorable consideration of the friends of education throughout the country.

ONTARIO.

Convention of Town Superintendents on the 8th of May.

The following plan for awakening the interest and increasing the usefulness of school officers, is novel and well adapted to secure its object. We hope to receive some account of results for publication hereafter.

On motion of Mr. Hopkins,

Resolved, That each member of this convention write an essay upon some subject connected with common schools, and read the same, before this convention, at some future period, as soon as may be convenient.

On motion of Mr. Beebe,

Resolved, That Mr. Hopkins select and assign to each member, such subject as he shall deem suitable and proper, as themes for such essays.

Whereupon, Mr. Hopkins selected and assigned subjects to the several members as follows:

On town celebrations of common schools—Mr. Brace, of Victor.

On the importance of using black-boards and outline maps—Mr. Jewett, of Richmond.

On the mode of teaching reading—Mr. Pearce, of East Bloomfield.

On the mode of teaching spelling—Mr. Rogers, of Canadice.

On vocal music in common schools—Mr. Finlay, of Canandaigua.

On the construction of school rooms—Mr. Prescott, of Phelps.

On physical and moral training—Mr. Sprague, of Naples.

On government—Mr. Allen, of Hopewell.

On corporal punishment—Mr. Simmons, of Bristol.

On the enlargement of school districts—Mr. Trembley, of South Bristol.

On Union schools, in villages—Mr. Hopkins, County Superintendent.

On teaching small children—Mr. Beebe, of Canandaigua.

On teaching the higher branches—Mr. Powers, of Seneca.

On the necessity of union in feeling and action amongst patrons of common schools—of their duties in sustaining and visiting schools—importance of regularity in the attendance of scholars—Mr. Arnold, of Farmington.

On female teachers—Mr. Bostwick, of West-Bloomfield.

On the importance of teaching orthography in common schools—Mr. Foster, of Manchester.

The following resolution should be school law.

Resolved, That public examinations at the close of each term, in every district, are eminently calculated to promote the prosperity of common schools, and that we will use our best exertions to bring about an object so desirable.

If the teachers would respond to the following resolution, the Journal could be sustained in its present form—we hope they may do so.

Resolved, That we think it the duty of every teacher to take and read the "District School Journal,"—we solicit public attention to this work, and hope that every family in our county will be induced to take and faithfully peruse this most interesting publication.

CORTLAND.

In May, Henry S. Randall, County Superintendent, issued a circular to teachers, which is admirably adapted to make the succeeding summer visitations in the highest degree useful to the schools. It is direct, frank and pertinent, indicating a sound judgment and a devoted spirit. We can give but a few extracts, but hope that they will induce those county officers, who have not been accustomed to prepare in this manner the schools for supervision, to adopt the measure on the opening of the winter campaign.

Every school visited by the County Superintendent during the present summer, (and it is his determination, if practicable, to visit every one in the county,) will be examined in reference to the following points, and the results reported to the Superintendent of common schools. Trustees and parents receiving the paper containing this, are earnestly requested to submit it to the perusal of the teachers in the district where they reside:

1. What are the literary qualifications of the teachers.

2. Aptness to communicate instruction, and adapt it to the comprehension of the pupil.

3. Government and discipline.

The teacher should punish rarely—infrict corporal punishment still more rarely. He should not keep a rod in sight—and especially, not be in the habit of carrying one in his hand, unless he would give himself the appearance of a tamer of wild animals. He should never *threaten*, and never break his promises to the pupil. He should appeal to the feelings and the conscience of the erring child—never betraying temper or peevishness—but constantly exhibiting kindness, gentleness and patience. These will ordinarily beget a corresponding disposition on the part of the pupil. *Good order must be maintained, at all hazards.* When all other means fail the teacher is justified in inflicting moderate corporal punishment. This should usually be done alone with the pupil, after the close of the school, and after kindly admonition. A teacher who possesses the requisite qualifications for governing a school will rarely be driven to this resort.

4. System in teaching,—i.e. a regular organization of the school into suitable classes, and undeviating regularity in the time and manner of hearing every recitation and exercise—The time should be *justly* divided between the several recitations, giving each pupil his share of the teacher's time and attention. But one thing should be done at a time, which requires the attention of the teacher: and while attending to that, the teacher should permit no interruptions by questions or otherwise.

5. List legally kept. If not, a teacher cannot recover wages; and this is no hardship, as the form of a legal list is plainly set forth in the District School Journal.

[We omit Mr. R.'s remarks on the following subjects.]

6. Music.

7. Reading.

8. Definition of words.

9. Books.

10. Classification.

11. Penmanship.

12. Credit Marks. Every teacher is advised to keep a regular account by credit marks with every class in the school—in reading, writing, geography, definitions, arithmetic, &c.

"Head Marks" should not be given, as there is neither propriety nor justice in giving all the credit to two or three scholars in the class, who are older, or who may have had better advantages, or who may actually be able to outstrip their fellows. Credit is due to every one *who does all that can be reasonably required of him*, and the most backward frequently deserve the most credit. Give a credit mark, therefore, to

every one in each class, who has fully discharged his duty.

13. Cleanliness of House.

14. Cleanliness about the house.

15. Damages done by breaking or cutting the house, seats, desks, out-houses, &c. during the time kept by present teacher.

The Town Superintendents are requested to direct attention to these particulars, in their visits to the schools.

HENRY S. RANDALL,
Co. Sup't Com. Schools.

ALLEGANY.

County Convention of Town Superintendents, held at Angelica, 4th June. R. H. Spencer, Chairman; J. J. Rockafellow, Secretary. (The County Superintendents.)

The convention discussed many of the great educational topics of the day. Mr. Coe, Member of Assembly, Rev. Mr. Irish, Messrs. Diven, Bartlett, Cady and others, took part in a long, varied, and spirited discussion. The following resolutions are MOST IMPORTANT; may they be heeded.

2d. *Resolved*, That the teacher who only aims to cultivate the intellect of his pupils, neglects by far the more important part of his duty, and may be doing community a serious injury; inasmuch as the mere *ability to read* does not prevent crime, but may prompt the individual to its commission.

[Remarks by Mr. Irish.]

3d. *Resolved*, That where the moral sentiments are weak, and the appetites and passions strong, the depraved taste will give a bias to the reading which will only corrupt and demoralize: The ability to *read* is simply a means to purify and elevate, or to pollute and debase.

[Remarks by Messrs. Irish and Coe.]

4th. *Resolved*, Therefore, That the education is defective which does not insure industry and integrity.

[Remarks by Dr. Cady.]

The following resolution seemed to contemplate a blow at the academy, and called out a lengthy debate.

5th. *Resolved*, That in a Government like ours, all should have a fair start, and no distinctions should be made in the early education of all the citizens; and this can never be done until the common school is made the best school, and all patronize it.

Mr. Rockafellow thought that the period had not yet arrived, and indeed questioned whether it would ever arrive, when we should be prepared to dispense *entirely* with the academy. He contended that the public school could, should and would soon be elevated to the present standard of the academy, and that the present number of the latter, would consequently be greatly diminished, but the remaining academics would necessarily erect their standard still higher, and thus serve as an important stepping stone from the common school to the college.

Mr. Coe, in reply, said he was fully convinced that we needed no such stepping stone, and he believed that every true friend of education would very soon be of the same opinion. He

would have the student step from the common school to the college. He would make the public school what the academy now is, and thereby suspend the necessity of the latter. He believed that the period was not distant when the public school would be made to accomplish all that the private school now accomplishes, and thus effectually do away the invidious distinction which at present exists between these two nurseries of intelligence.

Dr. Cady could not fully agree with Mr. Coe, in doing away with our higher institutions; at all events, he conceived that time to be yet quite remote. His arguments were brief, but to the point. Other remarks followed, and the resolution passed unanimously.

We have also received a private letter from Allegany, from which we give an extract, as it throws additional light on the state of the county.

Hunt's Hollow, 7th June, 1844.

I have just returned from a visiting tour among our "National Colleges," and I must boast a little; bear with me one moment, for I must own I am proud of what some of our teachers are doing up here in Allegany, (I wish there were more such,) those who *teach* instead of merely *keeping* school. I recollect my friend Sprague, of Fulton, last summer gave a very interesting account of a school in that county. I will not say he is outdone; but I am quite certain he is equalled in more than one school that I have visited in the last two weeks. Every thing in and about the house of these schools, is calculated to *animate*, instead of *depress*, the feelings of the visitor. Flowers and evergreens in rich luxuriance, bedeck their houses, and little misses, and lads too, instead of romping in the streets, and spending their leisure hours in rude and indecorous behavior, as I am sorry to say they have too long been in the habit of doing in many places, are now employed in cultivating flowers and shrubs, in and about their school rooms, and in an occasional botanical and geological excursion in the fields and woods, with their teachers and friends; the ingenious teacher, going into a detail of facts instead of being confined wholly to abstracts; calling into requisition that richest of all sources of instruction, *conversation*.

This has been too long overlooked and neglected. Said Mr. Webster, "We have taught too much by *manuals*, too little by direct discourse with the pupil's mind." I am happy to see this old verbal method of teaching coming into disrepute. Teachers should teach *things*, instead of mere *words*. On examining the lists of such schools, I find very few blanks opposite the names of any of the scholars, and when I do, on inquiry, almost always find they are absent from necessity, not from choice.

You will recollect that when in Rochester at Convention, the members *all* recommended the District School Journal as a powerful auxiliary in forwarding the educational interests of the State. For one, I am disposed to show my sincerity by *deeds*, as well as *words*—and really hope others will do so too. I now forward you, &c.

R. H. SPENCER.

Co. Supt. Com. Schools for the Northern Section Allegany Co.

WASHINGTON.

Convention of the Superintendents for the Southern Section, held at Union village, June 8th; Mason Martin, of Argyle, in the chair, Wm. Wright, County Superintendent, secretary.

We have space but for a few resolutions. To that which alludes to Mr. Palmer, we would ask particular attention, as every county may receive the benefit of his services.

Resolved, That, to render supervision useful and economical, it must be *thorough and efficient*; and that no efficiency can be secured where the amount of labor, or multiplicity of cares, are disproportioned to the number of officers charged with the execution of this duty.

Resolved, That, in the opinion of this Convention, the Board of Supervisors of this County acted wisely and economically in appointing two County Superintendents, as a less number would so far impair the efficiency of the system as to render it nearly nugatory.

The resolution might have added that two better officers than the Brothers Wright, could with difficulty be found.

Resolved, That the office of a teacher of common schools, is one of deep and fearful responsibilities; and that those teachers who neglect to keep pace with the improvements of the age—who fail to qualify themselves for the faithful and enlightened discharge of these responsibilities which they thus voluntarily assume, by neglecting to read some of the numerous publications or periodicals of the day devoted to this subject, are unworthy of the station which they occupy, and ought to be discarded by an intelligent community.

Resolved, That as the "District School Journal" is a correct exponent of the views and sentiments of the great educational pioneers of the age, and furnishes the *best*, and at the same time the most *economical* means of becoming acquainted with the past history and present condition of common schools, as well as the modes of teaching, and general management most approved of in them, not only in this, but in foreign countries, we feel that it is a *periodical that ought to be in the hands of every teacher of a common school in this state*.

Resolved, That the very liberal offer of Thomas H. Palmer, Esq. to deliver gratuitously a course of lectures upon the subject of "the most pressing wants of the schools, and the best method of supplying them," in each of the counties or half counties of the state, to which he may be specially invited by its superintendent, be accepted, and that the County Superintendent of this section of Washington Co., be requested to invite Mr. Palmer to visit us as soon as practicable.

THE ALPHABET.

(Continued from last Number.)

Mr. Gall of Edinburgh, is the author of this plan. For the four letters bd, pq, he uses the following rhyme:

"b right and d left looking upward are found.
p right and q left pointing down to the ground."

7th. Words are taught first. One word is given to the child for a lesson, and after he examines it attentively, let him pronounce it: he should then select the word from among others; and when he can do this readily, give him another word and proceed as before. The words chosen should be the names of objects familiar to the pupil; when several words, enough to include the whole alphabet, are learned in this manner, the child should form them into sentences, by writing them on the black-board or slate, and he may then learn the letters—commencing with those in the first word learned; each word again forms a lesson, and must not be passed over until the letters are thoroughly learned. When the letters of a word are learned, let the child spell the word. Care should be taken that no word or letter, when once learned, is forgotten. If a class be taught according to this or any other plan here suggested, it is recommended that the words or letters be chalked upon the black-board.

The plan of learning words first, and then the letters that form them, has the decided approval of many eminent teachers, and it will, no doubt, in a short time, supersede all others. Teach a child according to this method and he is interested from the beginning—he knows what he is about, and understands the use of words and letters as fast as he learns them; and what is of paramount importance to the child, he learns to think—his mind is not darkened with a cloud of (to him) unmeaning characters or sounds. He is not tasked and drilled for months in committing to memory the names of the letters, merely, without being permitted to know their use. But he is regarded, from the commencement, as an intelligent being and possessing a mind capable of improvement—his course is constantly onward, and he will no longer despise the school-house, for he finds there amusement; and this amusement is blended with instruction in a most happy manner. Let this plan be adopted and the abecedarian will no longer regard his lesson as an onerous and a useless task, imposed on him for no useful purpose whatever, but he will find his lesson his most interesting pastime—a continual feast.

The tender child has been carried round in a circle while learning the alphabet quite long enough. The time, it may be hoped, has now gone by, when he, unpitied by any one, was doomed to sit on "hard benches" for days and months in succession, and not allowed to know more than barely the names of the letters from A down to Z and back again. The motto now is, "Teach him to think."

But to amplify further on this subject would, in the opinion of the undersigned, be an act of supererogation: teachers that are disposed to plod along a century behind the age, will do so in despite of a remonstrance. They have chosen a nut shell for their habitation while teaching; recommendations or arguments directed to them would, therefore, be unavailing. Teachers that are determined to make themselves useful, and who are willing to devote their best energies to teach the tender mind, will, no doubt, give the method now recommended a fair trial, without further suggestions; if they do this, it is confidently believed they will adopt it, &c. The following books are suited to this mode of teaching: *The Mother's Primer*, by Rev. T. H. Gal-

laudet, *My First School Book*, and *Worcester's Primer*.

The undersigned, in preparing the various modes here suggested for teaching the alphabet, acknowledges a very liberal use of "*The Teacher Taught*," by Emerson Davis, a work that ought to be in the hands of every teacher. This explanation is deemed sufficient without the usual marks of credit, &c.

Further details in this report, respecting the mode now recommended for teaching the letters, are deemed unnecessary, as full directions are contained in the above mentioned books.

"Tis hard to venture where our betters fail,
Or lend fresh interest to a twice-told tale."

"KNOWLEDGE IS POWER."

THE following admirable and comprehensive enumeration of what has been and may be effected by an early, judicious and enlightened cultivation of the powers and faculties of the human mind, is from the pen of THOMAS DICK, L.L.D., author of "*The Christian Philosopher*," &c.

"As man has a natural desire after knowledge and a delight in it, so he is furnished with noble faculties and vast capacities of intellect for enabling him to acquire and to treasure it up. By the powers of his understanding he has surveyed the terraqueous globe in all its varieties of land and water, continents, islands and oceans; determined its magnitude, its weight, its figure and motions; explored its interior recesses, descended into the bottom of its seas, arranged, classified the infinite variety of vegetables, minerals and animals which it contains, analyzed the invisible atmosphere with which it is surrounded, and determined the elementary principles of which it is composed, discovered the nature of thunder and arrested the rapid lightnings in their course, ascertained the laws by which the planets are directed in their courses, weighed the masses of distant worlds, determined their size and distances, and explored regions of the universe invisible to the unassisted eye, whose distance exceeds all human calculation and comprehension. The sublime sciences of Geometry, Trigonometry, Conic Sections, Fluxions, Algebra and other branches of Mathematics, evince the acuteness and perspicacity of his intellect; and their application to the purposes of Navigation and Geography, and to the determination of the laws of the celestial motions, the periods of their revolutions, their eclipses, and the distances at which they are placed from our sublunary mansion, demonstrate the vigor and comprehension of those reasoning faculties with which he is endowed.

"By means of the instruments and contrivances which his inventive faculty has enabled him to form and construct, he can transport ponderous masses across the ocean, determine the exact position in which he is at any time placed upon its surface, direct his course along pathless deserts and through the billows of the mighty deep;—transform a portion of steam into a mechanical power for impelling wagons along roads, and large vessels with great velocity against wind and tide; and can even transport himself through the yielding air beyond the region of the clouds. He can explore the invisible worlds which are contained in a putrid lake, and bring to view their numerous and diversified inhabi-

tants; and the next moment he can penetrate to regions of the universe immeasurably distant, and contemplate the mountains and the vales, the rocks and the plains which diversified the scenery of distant surrounding worlds. He can extract an invisible substance from a piece of coal, by which he can produce almost in a moment, the most splendid illumination throughout every part of a large and populous city; he can detach the element of fire from the invisible air, and cause the hardest stones, and the heaviest metals to melt like wax under its powerful agency; and he can direct the lightnings of heaven to accomplish his purposes in splitting immense stones into a multitude of fragments. He can cause a splendid city, adorned with lofty columns, palaces and temples, to arise in a spot where nothing was formerly beheld but a vast desert or a putrid marsh, and can make 'the wilderness and the solitary place to be glad, and the desert to bud and blossom as the rose.' He can communicate his thoughts and sentiments in a few hours to ten hundred thousands of his fellow men—in a few weeks to the whole civilized world; and after his decease he can diffuse important instruction among mankind throughout succeeding generations. In short, he can look back and trace the most memorable events which have happened in the world since time began; he can survey the present aspect of the moral world among all nations; he can penetrate beyond the limits of all that is visible in the immense canopy of heaven, and range amidst the infinity of unknown systems and worlds dispersed throughout the boundless regions of creation; and he can overleap the bounds of time, and expatiate amidst future scenes of beauty and sublimity which "eye hath not seen" throughout the countless ages of eternity."

[From the Albany Argus.]

NORMAL SCHOOL.

Most of our readers are probably aware that an act was passed at the last session of the legislature for the establishment of a Normal School (i. e. for the education of teachers of common schools) to be located in the county of Albany. At the same time, a munificent endowment was provided of ten thousand dollars per annum for the term of five years, to be devoted to the salaries of teachers, the purchase of school furniture and apparatus, and the support, if necessary, of those who may become pupils. The expense of a building will be avoided, as the Common Council of the city of Albany have engaged to furnish a proper one.

The Regents of the University, to whom the general care and supervision of this institution is entrusted, were directed by the above act, to appoint a board or executive committee of five persons (of whom the Superintendent of Common Schools shall be one,) to whom are committed the care, management and government of the "Normal School." At a meeting of that body, held June 1, 1844, fifteen members being present, the following persons were unanimously appointed as said Board or Executive Committee:

THE SUPERINTENDENT OF COMMON SCHOOLS,
REV. ALONZO POTTER, D.D., of Union College
GIDEON HAWLEY, LL.D.,
REV. WILLIAM H. CAMPBELL,
FRANCIS DWIGHT, Esq.

We congratulate the friends of education on the above selection. The deep interest that Col YOUNG has always evinced in the cause of Common Schools, apart from his official station, renders any comment on the propriety of his appointment (by the legislature itself,) totally unnecessary. But as the remaining gentlemen have been selected by the Regents, it may seem proper to say, that the Rev. Dr. Potter is universally known by his writings and personal exertions, to improve the standard of education; that Mr. Hawley comes to his station with the result of many years' experience as a former Superintendent of Common Schools, and also with a faithful and unwearied study of the subject as a science; that the Rev. Mr. Campbell, of this city, was for many years, before he became the pastor of one of the Reformed Dutch churches in this city, an eminent and successful Principal of an Academy in the southern district, and that his learning and sound sense are acknowledged by all who know him; and finally, that Mr. Dwight, from his official situations, his capacity and his devotion to the cause of education, will also be a useful and efficient member.

While this undertaking (important, highly important as it is in its nature and its probable consequences,) is thus ushered under such auspices before the public, we trust that at the same time the difficulties incident to its successful establishment, and the labor absolutely requisite for its management, and which will be gratuitously bestowed, will be considered by all our fellow-citizens with a kindly spirit. Let not an unfounded prejudice mar its beginnings, but let all remember that it is preëminently an institution for the public good, and intended for the benefit of all.

PRIZE ESSAY.

A distinguished philanthropist and patriot has authorized the subscriber to offer a Prize of One Hundred Dollars for the best Essay on "THE USES AND ADVANTAGES OF THE TOWN ORGANIZATION."

By *Town Organization* is meant—1st. That geographical division of territory into such circles or sections as allows all the inhabitants conveniently to assemble for the transaction of local concerns; and 2d. The investment of all the inhabitants residents of such territory, with corporate powers for the transaction in primary assemblies of all ordinary municipal affairs; or, in other words, *The Uses and Advantages of the mode of Organization common in New-England*, as contrasted with the county and parochial organization adopted in some other parts of the Union, in its effect upon the pecuniary prospects, the useful arts, the character and the general mental advancement and civilization of the people.

All competitors for the PRIZE must transmit their Essays to the subscriber, at the office of the Common School Journal, No. 184 Washington-street, Boston, on or before the first day of October next, each Essay containing some seal or cipher by which its author can be known. Distinguished men will be selected as judges, and the prize will be awarded as early as January 1st, 1845. The copyright of the successful Essay will be the property of its author.

WM. B. FOWLE.

DISTRICT SCHOOL JOURNAL.

ALBANY, JULY, 1844.

DEATH OF JAMES WADSWORTH.

WE discharge a most melancholy duty in announcing the decease of the venerable JAMES WADSWORTH, at his residence in Geneseo. MR. WADSWORTH was eminently a great and good man. During a long and eventful life his energies, mental and physical, his wealth and his influence were uniformly exerted for the promotion of the great interests of humanity—for the advancement of civilization—the diffusion of knowledge—and the amelioration of the civil and social system in all its departments. His philanthropy comprehended within its expanded circle, all of every faith, every grade, every nation, who needed the aid, assistance or encouragement which were at his command. His efforts for the extension, the elevation and improvement of popular education, and especially of the common schools, were unremitted and systematic. To his exertions, his influence, and his efficient aid, are we mainly indebted for the establishment and organization of our invaluable district libraries: and each successive measure undertaken or proposed for the advancement of our elementary institutions of learning, found in him an able and earnest coadjutor—a liberal supporter—and an enlightened advocate. Deeming the improvement of the means of popular education as the greatest blessing which can be conferred upon an enlightened community, he, at an early period, concentrated his energies upon this great object. But in this, as in every other channel where “the wilderness and the solitary places” of ignorance, of error, or of destitution, mental or physical, were made “to bud and blossom as the rose,” through his timely and judicious beneficence, the noiseless course of the current was indicated only by the verdure and luxuriance of the surrounding soil. His benefactions were studiously and systematically averted from the public gaze: and nothing pained him more than their exposure, however honorable to himself, or grateful to the objects of his bounty. His alms were “in secret;” and He “who seeth in secret” will “reward him openly.”

To particularize instances of his unwearied and discriminating benevolence, in every department of social life, would be to write his biography: and that, however grateful the task, we are compelled to leave to abler hands. In all the relations of life his example afforded a

fine model for imitation—a noble specimen of intellectual and moral qualities of the highest order, exerted exclusively for the benefit of his race—for the present advancement—the future welfare, and the permanent advantage of humanity—an encouraging pattern of unobtrusive benevolence, kindly affections, enlightened and comprehensive philanthropy, and practical christian philosophy. “Like a shock of corn fully ripe,” this great and good man has been “gathered to his fathers,” but over him and such as him, death itself has no power; and while we shall no longer be permitted to look upon his countenance beaming with benignity, and venerable from the reflection of all the virtues which can adorn humanity, we and our children and children’s children shall long enjoy the priceless treasures of intellect and wisdom and knowledge, which his exertions and his influence have bequeathed us. So long as our admirable system of COMMON SCHOOL EDUCATION—our noble institution of SCHOOL DISTRICT LIBRARIES—and our thousands of TEMPLES OF KNOWLEDGE AND VIRTUE, remain as monuments of a superior and progressive civilization—so long will the name and memory of JAMES WADSWORTH, be “familiar as household words” to every citizen of our commonwealth.

MR. FOWLE’S LECTURE.

LET no reader be deterred by the length of this excellent lecture. Once begun it will not be voluntarily laid aside unfinished. It may be, that some will agree with us, in dissenting from Mr. Fowle’s opinions on the best method of teaching the alphabet, but all will unite in commending his admirable exposure of the absurdities of the “rote system,” in the various branches of education, and the sad perversion by its professors, who are legion, of that noble faculty, memory.

TO TOWN SUPERINTENDENTS AND THE FRIENDS OF THE JOURNAL.

THE JOURNAL will continue, as heretofore, to be sent *gratuitously*, to the several Town Superintendents of Common Schools—eight hundred and forty in number—although no provision exists in the law for defraying the heavy additional charge thus incurred—the State subscription including only a number sufficient to supply one copy to each school district. The enlargement of the paper and the consequent increased expenses incident to its publication, necessarily throws the entire burthen of this addi-

tional charge, upon the editor and proprietor. Appreciating as he does, in common with the Department, the value and importance of the services which the Town Superintendents are rendering to the great cause of popular education, he does not hesitate cheerfully to encounter the risk, whatever it may be, involved in the adoption of this course, on his part; confidently relying upon the ability and the disposition of these officers to promote and extend the circulation of the Journal, if in their judgment it is worthy of a more general diffusion. It is earnestly to be hoped that in this reasonable expectation he will not be disappointed. If the work is in any degree worthy of the high confidence which has been reposed in it by the State, its circulation ought not to be limited to one or two individuals in each school district, who are required to keep it principally in their own possession, in order that it may be safely preserved for binding at the end of the year. *It should be in the possession of every family in the district.*

A very little exertion on the part of each Town Superintendent to procure subscribers in each district, would enable its conductors to furnish an amount and a quality of reading matter unequalled in interest and value by any periodical in the Union: and this they, on their part, unhesitatingly engage to do, provided their exertions are in any degree properly seconded by those for whom they labor. May we not appeal, not merely to Town and County Superintendents, but to the trustees and other officers, and to the inhabitants of districts generally, for substantial aid and encouragement to enable us to command the best talents of the country—to procure the greatest possible amount of valuable and useful information—to avail ourselves of the richest fruits of literature, science and the arts—to call forth native genius and latent talent—to diffuse far and wide throughout the land, a knowledge of the most sound and successful methods of developing the mental and moral faculties of our youth—and to supply the domestic and social circle with ample materials for thought, for reflection, for information and practical usefulness?

As an additional inducement to the exertions of our friends and the friends of education to cooperate with us in this undertaking, and with the view of a more general diffusion of our work, we will engage to forward *fifteen copies* of the Journal to the order of any district or person transmitting to us *five dollars*. In this way five copies of the Journal may be distributed among such of the inhabitants of each district adopting this plan, as may be desirous of perus-

ing it for their own benefit or that of their families, but who conceive themselves unable to incur the expense of subscription. But if this is expecting too much, may we not confidently call upon every Town Superintendent to obtain at least *four subscribers*, for if even this is done, the Journal can be maintained in its present form, and its pages enriched by contributions from the best writers of our country.

We should not make this urgent appeal, were not an effort absolutely necessary to prevent a heavy loss consequent upon our undertaking to supply the districts with nearly double the amount of information heretofore diffused through the columns of the Journal.

DISTRICT LIBRARIES.

THE institution of district libraries is one of the most valuable improvements which the friends of the common school system have engrafted upon it. That a scheme so beneficial in its nature, and so admirably calculated for permanent usefulness should so long have been neglected, is matter of surprise and astonishment. Its success thus far has corresponded to the most sanguine anticipations of its friends, and its continuance will, beyond all doubt, infuse new life and animation in the moral and intellectual pursuits of our youth. The presence of these libraries, and the facilities which are afforded for access to them at all times, not only gratifies but creates a lively relish and taste for the cultivation of the mind, which as it expands and matures, will open the way to the most extended development of the higher faculties of thought and reason. It is of the utmost importance that this refined taste should receive an early and efficient encouragement. The innate activity of the mental powers will not be satisfied, unless constantly furnished with subjects upon which their energies can be exerted; and the readiness with which every first impression for good or for evil is received and adopted, inculcates strongly the necessity of affording a proper direction to those powers, and of guiding them by an alluring path, to the attainment of right views.

In connection, however, with the innumerable benefits which may reasonably be anticipated, from bringing within the reach of the young a constant supply of reading materials, it is easy to perceive, that most serious evils may spring up, unless a judicious supervision is uniformly maintained over the details of the system. The proper selection of a library, adapted to the respective ages, and probable destination and pur-

suits of those for whom it is intended, is, in the first instance, an object which cannot receive too much attention. Devolving, as it too often must, upon those who are not possessed of the requisite qualifications to discharge this responsible duty in the best manner, an irreparable injury may unconsciously be inflicted on the tender and susceptible minds of youth. The kind and quality of reading or study, too, which might be proper and beneficial at one age, or to one person, will be found entirely unsuited to the wants and capacities of another; and an early repugnance, or a wrong bias, may thus insensibly be communicated. The only practicable remedy for this evil, where it may be apprehended to exist, would it is believed be, for the trustees to commit the selection and arrangement of the library, to such individuals, whether officially connected with the schools or otherwise, as from their education, judgment and pursuits, would be best adapted to execute the trust with fidelity and ability.

It has been suggested, and the suggestion strikes us as well worthy of consideration and discussion, that the several school districts of the respective towns, unite the library funds which they may hereafter receive and which they may determine to apply to the purchase of books, and place the same in the hands of the town superintendent or some other competent and responsible person, to be expended in the purchase and annual augmentation of a TOWN SCHOOL LIBRARY, to be centrally and conveniently located and placed under the supervision of a librarian, to be appointed by the trustees of the several districts, or designated by the town superintendent. The adoption of some such plan as this would, it is evident, add very materially to the value of our libraries; would place from ten to twenty, and in some instances, thirty times the present amount and variety of reading matter, within the reach of the inhabitants of the several districts, and would ensure to each town, within the compass of a few years, a library fully equal, if not superior, to the best now in the state. There may be some towns, where from the great extent of surface which they occupy, or from the absence of the necessary thoroughfares connecting together different portions of the territory, such an arrangement might be objectionable; but in these, two or more libraries might be established, and as near an approximation as practicable made to the principle in view. Ordinarily, it is believed, facilities for communication at least as often as once in each month, will be found to exist between the

most remote parts of our country towns, and some central village or settlement; and each inhabitant or family being provided with a printed catalogue of the library, books may be sent for, and returned with little more difficulty or embarrassment than is experienced under the present system. By a judicious and discriminating investment of the funds thus united, a sufficient number of volumes would soon be procured to meet all the exigencies of the population; and so exhaustless and abundant would the supply soon become, that no questions need arise respecting the proportion of the fund annually contributed by the respective districts. Each district would, moreover, retain the library it now has, thereby providing a source of constant supply whenever for any reason resort could not be had to the town library.

There may be objections to the plan here suggested, which have failed to present themselves to our notice, and if so, we should be happy to be reminded of them from any source. But it has seemed to us, that such a combination and concentration of our library fund, as we have briefly attempted to sketch, would have the effect of removing many of the impediments which arise from the necessarily meagre stock of books, which a large proportion of our country district libraries present; and that, instead of ten, fifteen or twenty adjoining libraries, with substantially the same collection of books, often frivolous, common-place and uninteresting, we might secure for each of our eight hundred and forty towns, a noble, extensive and valuable library, to which all classes of community might resort with the certainty of a high degree of intellectual and moral gratification and instruction.

If due attention is given to the advantages which such libraries are capable, under proper management, of affording, and judicious and seasonable efforts made to divest them of an unfavorable and injurious influence, they may become a more effectual instrument for creating a sound and wholesome literary taste, than has yet been devised in our systems of popular education. They will be found to minister not only to the intellectual, but to the moral requirements of those within the sphere of their benefits; and while they assist in rendering the course of early instruction interesting and pleasant, they will insensibly divert the mind from improper and pernicious aspirations, strengthen and keep in constant and healthy exercise its reflecting powers, and prepare it for those nobler and more daring flights, to which its high ambition points. The hill of science is, indeed, but a barren

beath, until it is adorned with the perennial fruits of christian morality, and the rich flowers of imagination, taste and refinement; and it is impossible that we should contemplate its steep ascent with pleasure, until we can indistinctly, at least, discern its expanding beauties, and comprehend, in some measure, the rich variety and wide extent of view which it presents on every side. The munificent liberality of the state has provided us with the most ample means of accomplishing this desirable result, and it only remains for us so to appropriate and apply those means, as to secure the utmost attainable mental and moral advantages. R.

INTELLECTUAL AND MORAL EDUCATION.

We take the following beautiful extract from an admirable work on education, by Thomas Wyse, Esq. M. P.; published in London. It is full of instruction, and replete with the most sound views of educational philosophy.

"Intellectual and moral education may rank before physical; but they are not more essential. The physical powers are the hewers of wood and the drawers of water for the spiritual. The base of the column is in the earth; but without it neither could the shaft stand firm above it, nor the capital ascend to the sky.

"The education which confines to the desk or chapel is a very partial education; it is only a chapter in the system. It is pernicious; it is a portion only of the blessings of education. If such be the result of separating physical and intellectual education, how much more so of dividing intellectual and moral! It is laboriously providing for the community dangers and crimes. It entrusts power with the perfect certainty of its being abused. It brings into the very heart of our social existence the two hostile principles of Manichæism; it sets up the glory and beauty of civilization, to be dashed to pieces by the 'evil spirit' to whom it gives authority over it. It disciplines the bad passions of our nature against the good, making men wicked by rule, rendering vice system, intrusting to the clever head, the strong hand, and setting both loose by the impulse of the bad heart below. The omission of physical education renders the other two ineffective or precarious; but the neglect of moral education converts physical and intellectual into positive evils. The pestilence of a high-taught but corrupt mind—'blowing where it listeth'—seathes and sears the soul of men: it is felt for miles and years almost interminable. By the press, (the steam of the intellectual world,) it touches distant ages and other hemispheres. It corrupts the species in mass. It is not only in the actual generation, but in the rickety offspring which follow late and long, that its deep-eating poison—its Mephistophiles breath—is strongly detected. Late ages wonder at the waste of great means, at the perversion of high opportunities and noble powers, at the dereliction of solemn duties, which every where characterize these strong, but evil beings. Call them con-

querors—call them philosophers—call them patriots—put on what golden seeming you may—when the mask falls off, as it always does in due season, we see behind it the worst combination which can disgust or afflict humanity. Such men—deliverers and enlighteners, as their sycophants hail them—such men are the true master workers of the vices and calamities of their age and country. But who made them? *They who taught them.* Education left out its very essence. It gave them knowledge, but it left them immorality.

"What is true of individuals is still truer of societies. A reading and writing community may be a very vicious community, if morality—not merely its theory, but its practice—be not made as much a portion of education as reading and writing. Knowledge is only a branch of education, but it has too often been taken for the whole. Hence the innumerable contests on the advantages and disadvantages of Education. If the terms of the proposition had been clearly stated at the beginning, these differences could not have arisen. The advocates of education appeal for proofs of its advantages to the effects resulting from the extension of reading and writing only. These effects are by no means as favorable as it is assumed. The opponents of education, taking advantage of this circumstance, maintain that education in general is injurious. If both parties had determined that by education should be understood, not only knowledge, but morality, there could not have been a question between them of the advantages of its diffusion. Both, therefore, to a certain degree are right, and both are wrong. That the extension of true education—of complete education—is a blessing, cannot be doubted; but that the extension of intellectual education, without moral—the extension of the half-education, or the false education now in use—is such, is a very different question.

"But is moral education possible, without intellectual? There are those who think they can and ought to separate them. But they judge erroneously, and, thank God, attempt impossibilities. Half of our being cannot thus be torn from the other. They are intertwined: it is difficult to say where one begins and the other ends." * * * "Intellectual education teaches first to observe and enquire, and then to conclude. Just conclusions lead to just actions—just actions are virtue. A community so formed will not fall into those national prejudices which not only strike with astonishment other times and nations, but, when the fit is over, surprise and humble themselves. The wise king asked for understanding, above all treasures. To him it was morality—virtue—religion. He was right. Without it morality is mere passion—virtue an accident or a name—religion gropes blindly into fanaticism, or floats off from disappointment into incredulity. A faith which is merely the echo of an echo—which is thought, but not believed—which is custom, but not conviction—rests passively, but not firmly in the mind of the professor. It is not thrown off, neither is it kept. It remains there, if no storm threaten: but the first blast which disturbs, destroys. No one would willingly trust the character of a child to the decision of such chances—much less the character of a community. How much wiser to build upon the base which God

has given ; to build upon that which may sustain, and in the order in which the removal of no one stone may endanger the entire structure. That base is intellectual education.

"When I speak of moral education, I imply religion ; and when I speak of religion, I speak of christianity. It is morality—it is conscience *par excellence*. Even in the most worldly sense, it could easily be shown that no other morality so truly binds, no other education so effectually secures even the coarse and material interests of society. The economist himself would find his gain in such a system. It works his most sanguine speculations of good into far surer and more rapid conclusions, than any system he could attempt to set up in its place. No system of philosophy has better consulted the mechanism of society, or jointed it together with a closer adaptation of all its parts, than christianity. No legislator who is truly wise—no christian—will for a moment think—for the interests of society and religion, which indeed are one—of separating christianity from moral education. It would be quite as absurd as to separate moral education from intellectual. But this is very different from sectarianism."

EDUCATION.

We take the following extracts from a work on "Mental and Moral Culture and Popular Education," by S. S. RANDALL, recently published by C. S. Francis & Co. New-York, and J. H. Francis, Boston.

"The great end and aim of all education should be to confer upon the pupil an enlightened knowledge of the fundamental laws and constitution of his nature, and a clear perception of his duties and obligations as an intelligent, moral, and social being. He should be made to comprehend, so far as it is possible for him to do so, his wonderful and mysterious existence; the great purposes for which he was created; the high duties and responsibilities devolved upon him; the various physical and mental faculties which he possesses; their adaptation to each other, and to the external world of matter as well as mind; their limitations and restrictions; their capacities for action and enjoyment; the consequences resulting from their proper and harmonious action, in the elevation, expansion, and happiness of his nature; and the inevitable retributions and sufferings flowing from the discordant play of the passions and the violation of the laws of his being. He should early be taught to recognize the supremacy of the moral sentiments, the dictates of duty, the voice of God within his soul; and that he may rightly understand and intelligently interpret the will of his Creator, his intellect must be stored with the rich treasures of knowledge; his perceptions of truth rendered clear and undisturbed; his faculties of analysis, discrimination, comparison, and reason, kept in constant, regular, and healthy exercise; and every admixture of error carefully removed. He must be taught to regard himself as a portion of the community in which he resides, bound to consult its paramount interests, to obey cheerfully all its laws, and conform to its institutions, in so far as they do not clearly subvert the obligations of duty and

of conscience; to carry forward its civilization, promote its welfare and prosperity, and contribute to the happiness and well-being of its citizens. His intellectual and moral faculties must be so cultivated and developed as to enable him, in the right exercise of his judgment and discrimination, to arrive at just conclusions upon the various questions of individual, social, or public concernment, in relation to which he may be called to act. In his researches into the history of the past, as well as in his investigations of the varying phenomena and results of science and the arts; in his study of the universe, as well of matter as of mind,—he should be enabled to proceed upon enlarged and comprehensive principles, to separate the essential and the permanent from the transitory and the accidental, and to deduce those conclusions which alone can strengthen and invigorate the intellectual powers, and carry forward the whole mind in its pursuit of truth.

Let the teacher, then, ponder well the deep responsibilities which his office involves. Let him reflect that to him is committed the direction, in a great degree, of the future destinies of immortal beings, fresh from the hands of their Creator, and entering upon a career of existence which is to know no termination. Above all, let him be deeply and seriously impressed with the reflection that, during the rapidly fleeting years of childhood, the great work of education is going on with an impulse which cannot be restrained; that, while the body is progressing to maturity, the intellectual and moral faculties are constantly participating in all the influences daily and hourly presented by the external world; that the wonderful elements of mind are incessantly engaged in the solution of the great problem of existence; and that, with or without the instruction which it is his duty to communicate, results of infinite moment to the future welfare and prosperity of the beings confided to his care will be attained.

HARMONIOUS CULTURE.

"PROPORTION—symmetry—are the first great rules of all education. No single chord of our complicated being should be left untouched or unstrung. They are placed in us in order to be sounded; sounded separately, they produce monotony—sounded without a knowledge of their combinations, discord. The very wants which we experience are permitted by a wise Providence to rouse and stimulate us to action. There would be no gradation—no activity—no constant tending to perfection, without them. They are calculated with the nicest wisdom not only to rouse but to expand. This feeling of unity of keeping in the intellectual and moral man, as well as in the physical, was the *beau ideal* of ancient education. Plato, Cicero, Quintilian, under one form or another, exhibit this model—inimitable perhaps, but not unapproachable—as the visible and tangible of their philosophy. But already in their day the "division of labor" system had crept into education. There was a master for virtue, and a master for knowledge, a teacher of arguments and a teacher of persuasion. In like manner, we not only have different drillers for different portions of the same man, but what is a great deal worse, we often omit,

in our drilling, many of these portions altogether. We make up minds as we make up goods, not according to their really intrinsic qualities, but according to what they are likely at the moment to bring in the market—the “style of thing” actually in demand. But fashion, no more in this, than in any other of its caprices, is to be relied on; the fashion passes, even while preparing for it; and the “single power” man, like the “single speech” man, cannot work in the new machinery, and is necessarily thrown by when most needed, as altogether worthless—of no practical use.”—*Wyse*, p. 74.

A CONTRAST.

FLETCHER, of Saltoun, gives a dreadful picture of the state of Scotland, at the close of the seventeenth century:

“There are, at this day” he says, (1698) “in Scotland, besides a great many poor families, very meanly provided for by the church-boxes, (with others who by living upon bad food fall into various diseases,) two hundred thousand people begging from door to door. And though the number of these be, perhaps, double to what it was formerly, by reason of this present great distress, yet in all times there have been about one hundred thousand of these vagabonds, who have lived without any regard or subjection, either to the laws of the land or even those of God and Nature. No magistrate could ever discover or be informed, which way one in a hundred of these wretches died, nor that ever they were baptized. Many murders have been discovered among them, and they are not only a most unspeakable oppression to poor tenants, (if they give not bread or some kind of provision to perhaps forty such villains on one day, are sure to be insulted by them,) but they rob many poor people who live in houses distant from any neighborhood. In years of plenty many thousands of them meet together in the mountains, where they feast and riot for many days; and at country weddings, markets, burials, and other the like public occasions, they are to be seen, both men and women perpetually drunk, cursing, blaspheming and fighting together.”

A system of parochial education was shortly afterwards established in Scotland, and the result was, that Scotland, then one of the most barbarous countries in Christendom, became and has for a century and a half remained the most orderly. Is not here a lesson for statesmen and political economists, no less than for philanthropists and social reformers?

(For the District School Journal.)

CORPORAL PUNISHMENT.

WITHIN a few years, probably, no subject has been discussed more frequently, or with more interest, by the friends of popular education, than the practice of inflicting corporal punishment in our schools. These discussions have, unquestionably, done good, and will do still more, if conducted with a proper spirit; but while endeavoring to turn the public attention to the correction of any evil or abused privilege, there is great danger of tending to opposite extremes. We believe the rod has been used too freely in our schools, and think something should be done

to prevent its *too frequent*, and oftentimes *improper* use. But we also most sincerely believe that there are instances in which the highest good of a school, as well as the good of an offender, demands a severe application of the rod. Its use, however, should never be resorted to, *hastily or passionately*. There are *teachers*, and there are *parents*, who for every slight offence of a child, *fly* to the rod, and with passionate violence use it. This we regard as extremely unwise and wrong. We would not advocate the use of the rod on every occasion—for every offence, but would endeavor to have the infrequency of its use contribute in no small degree, to its efficacy. When resorted to, it should be with calmness and seriousness, and the whole case with all its circumstances, should be so represented and explained that the whole school and the offender himself, shall see and *feel* that the teacher is about to perform an unpleasant and painful *duty*—a duty from the discharge of which he shall never shrink when called upon by circumstances to act.

After suitably commenting upon the circumstances and the nature of the case, let the rod be applied with such a degree of severity as shall *subdue* the guilty one and strongly impress upon him that “the way of the transgressor is” and always will be “hard.” This, followed by a kindness on the part of the teacher, which shall show that nought has been done “in malice,” will, almost invariably, produce the desired result.

Good order and submission to wholesome regulations must be insisted upon in every good school and family. These should be obtained by mild and kind means if possible, but should not in any case be sacrificed to a frequently conceived, though we think *erroneous* idea, that the use of the rod savors too much of *cruelty and brutality*. If boys so far depart from a proper course, as to allow brutal passions to gain the ascendancy, under whose control they “set at naught” all good requirements and salutary regulations of parents or teachers, they should be promptly met and conquered by arguments well adapted to the ground they have presumed to occupy. A.

A GREAT ERROR.—READ.

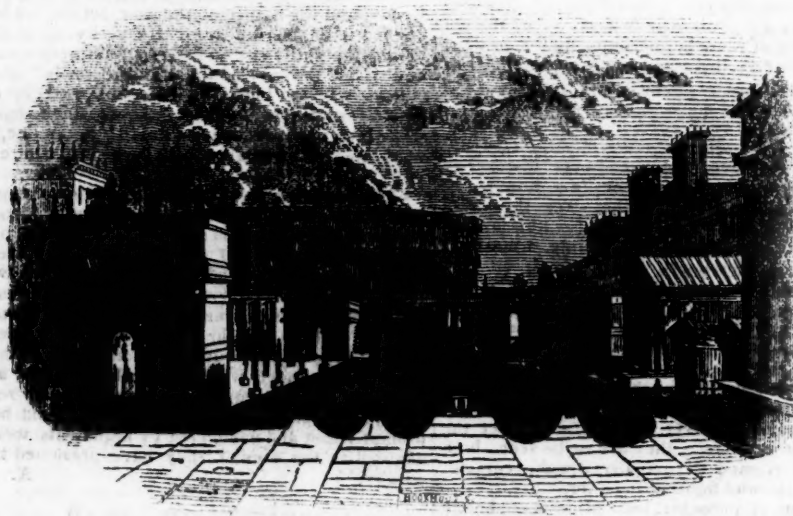
HEAR some remarks from an address of Horace Greely, Esq. of New-York, on the “Formation of Character.” The prevailing evil spoken of needs to be seen and done away.

“There remains one other monstrous error of our fireside education which I cannot refrain from exposing, though I am aware that it is less elemental than those I have already reprehended, and in fact is but an off-shoot from them—a branch of that great Upas of false formation of character, whereof I have endeavored to expose the gnarled and writhing roots to general scrutiny and abhorrence. I allude to the fatal practice of *paying for virtue*, or rewarding with adventitious indulgence acts of integrity and of duty. As in its nature and origin this is a compound of most of the errors I have enumerated, so is it in its consequences more pernicious than any one of them. The child which for performing a task nimbly and faithfully, for acquiring a

lesson rapidly and thoroughly, is rewarded with some dainty confectionary or glittering toy, you have doubly corrupted; first, in making that a task, which, being a duty, should also be a pleasure in itself; secondly, in pampering an appetite or a craving, which, being fictitious, cannot fail to be evil. If that task were not properly his—if that lesson were not of itself worth acquiring—you should not have imposed it. If it were, you have blinded him to its true worth and meaning; you have taught him to look astray for the reward of well doing; you have made that which was a simple and true action, no longer such, but a finesse—a dexterous feat—a sinister calculation. The child thus paid to do right will soon have learned not to do right without payment. It will not accept the harvest as the proper recompense of its toil and culture, but will clamor to be paid beside for sowing and

nurturing it. Worse even than this is the delusion implanted, that daintier food and gaudier toys are of more value than elevating knowledge and habits of healthful industry—in fact, that they are of any value at all. But time would fail me to trace out all the evil consequences of that one woful folly, by which you have polluted all the springs of action, clouded the moral vision, and corrupted the very soul of the victim of your fatally mistaken policy. Let us banish forever the idea of reward for well-doing extraneous from and unrelated to itself. There is nothing like it in nature—in the vast universe. God never promised a reward thus detached from and alien to the obedience it would recompense; the Devil promises, but never pays. It is ignorance to desire, madness to expect anything like it."

MISCELLANY.



THE ROMAN FORUM.

[These engravings are taken from "The Youth's Plutarch," (by the author of Popular Lessons, &c.,) a selection from Plutarch's Lives, of a few of those individuals who were the friends of peace, of law, and civil order in the better days of Greece and Rome. The writer has adapted these histories especially to the youth of our country, giving them a modern form of language, in strict conformity to the facts of the original. The moral value of the writings of the "Cherokeean sage," has been acknowledged for eighteen centuries, and they are as instructive in the present day as they were in the first century, when they were presented to the world.]

Here, as long as the Romans were a free people, all the affairs of the state were debated in a most public manner, and from the rostra, elevat-

ed in the midst of the square, and with their eyes fixed on the capitol, which immediately faced them, and which was suited to fill their minds with patriotism, whilst the Tarpeian rock reminded them of the fate reserved for treason or corruption,—the noblest of orators "wielded at will the fierce democracy," or filled the souls of gathered thousands with one object, one wish, one passion—the freedom and glory of the Roman race;—a freedom which would have been more enduring had the glory been less.

"Yes; in yon field below,
A thousand years of silenced factions sleep—
The Forum, where the immortal accents glow,
And still the eloquent air breathes, burns with Cicero!"

"The field of freedom, faction, fame, and blood;
Here a proud people's passions were exhaled,
From the first hour of empire in the bud,
To that when further worlds to conquer fall'd;
But long before had Freedom's face been veil'd,
And Anarchy assumed her attributes;
Till every lawless soldier who assail'd
Trod on the trembling senate's slavish knees,
Or raised the venal voice of baser prostitutes."

Here the orators of the people brought their accusations against public men, or pronounced the eulogies of such as had died for their country, and here also were exhibited the bleeding heads or lifeless bodies of traitors. (or as it but too often happened,) of men unjustly deemed so by an overbearing faction.

The Forum was the court of justice, and in the homely days of the early Republic, civil and criminal causes were tried and decided by simple laws, in the open air, or in very plain sheds built in this square. The humble schools for the republican children (for these old Romans had places of public instruction for even the poor people) stood round the Forum, and seem to have been intermixed with shops, shambles, stalls, lowly temples, and altars. It was as she used to cross the Forum, day by day, in her way to and from school, that the innocent young Virginia, a maiden of plebeian rank but extraordinary beauty, unhappily attracted the notice of the lustful and tyrannical Decemvir, Appius Claudius, who sat there on the tribunal, surrounded by lictors to administer the laws which he himself outraged. It was here, as she was on her way to school, that Appius had her seized. Livy says, "As Virginia came into the Forum, (for the schools of learning were held there in sheds,) a deponent and minister of the Decemvir's lust laid his hands on her, and affirming 'that she was a slave, and born of a woman who was his slave,' ordered her to follow him, threatening, in case of refusal, to drag her away by force."

This fearful tragedy, with a sort of dramatic unity, was ended where it began. When the honest centurion Virginius, informed of the disgrace hanging over the head of his daughter, quitted the army with which he was fighting for his country, and came to Rome, he appeared in the Forum to plead for his child; and when he and Icilius, a young man to whom Virginia was betrothed, had both pleaded in vain, it was here he slew her.

To narrate all the great events of which this spacious area was the scene would be in a manner to write the history of Rome. Virgil, in speaking of this site in the days of Evander, who is supposed to have flourished some centuries before Romulus, says that then the flocks of sheep used to wander and cows low on the Roman Forum.

During the Republic, in the absence of those vast and splendid theatres and amphitheatres where the emperors afterwards amused that people whom they enslaved, the players and gladiators exhibited in the Forum. In the later years of the Commonwealth a great number of temples, military columns, and rostra dotted the space; but these, for the most part, gave way to more splendid edifices and objects which were erected during the empire, when the soul of liberty that had animated the place and the virtues which could cast a charm on lowly walls had for ever taken their departure. We do not eulogise the factious spirit, the love of war and conquest, which were the immediate causes of their ruin, but we need scarcely remind any of our readers that the old Roman republicans had many private and public virtues,—that they were sober, honest, chaste and hospitable,—and that they loved their country with an unbounded passion. All these disappeared under an execrable des-

potism; and the Romans experienced, what all nations will feel, that in forging chains for others they make rivets for their own necks,—that those who enslave to-day are on the road to be enslaved to-morrow,—that the spoils of unjust aggression, and the gains wrung from a vanquished but once free people, are like clothes stolen from the back of a man that has died of the plague, which carry a curse and death to the fool who puts them on. The wooden sheds where Virginia repaired to school, and where her father seized the butcher's knife, were succeeded by marble porticoes and colonnades; and it is even said that, by night, the Forum was illuminated all round with lamps. On one occasion, Julius Caesar nearly covered it all over with tents or awnings, for the purpose of commodiously celebrating certain games; and Octavia, the sister of the Emperor Augustus, furnished it with an immense quantity of velaria, or canvass awnings, to shade the portions of it where causes were tried. In the immediate neighborhood of the Forum—on the Palatine Hill, which stands at one end of it—Augustus himself built a library, wherein he placed a large collection of law books, as well as the works of all the famous Roman authors. Pliny gives an almost incredible notion of the number of statues and busts of gods, heroes and emperors, which a few years later were arranged in the midst or around the Forum Romanum. Here the adjective sounds like an absurdity or a reproach.

SPARTAN FESTIVAL.

It was a beautiful idea of the ancients to acknowledge children as citizens. Both among the Greeks and Romans, at an appointed time in every year, the boys of about seven years of age were brought into a public assembly, and their names were enrolled as belonging to the state, and thenceforward they were allowed to take part in the public festivals. At a later age they assumed the apparel of maturity and took the oath of citizenship.

In the Spartan festivals one exhibited all the citizens classed according to their respective ages. On that occasion they formed a procession consisting of the old men, the middle aged, and the children. The old men, as they marched along sung one portion of a popular song, the younger men continued, and the boys concluded it. The song from Plutarch's Greek, has been paraphrased as follows by Mr. Bryant.

OLD MEN:

We are old and feeble now—
Feeble hands to age belong—
But, when o'er our youthful brow
Fell the dark hair, we were strong.

To the strife we once could bring
Limbs by toil and hardship steeled;
Dreaded rivals in the ring,
Dreaded foes in battle-field.

YOUNG MEN:

Though your youthful strength departs,
With your children it endures;
In our arms and in our hearts
Lives the valor that was yours.

CHILDREN:

We shall yet that strength attain,
Deeds like yours shall make us known,
And the glory we shall gain,
Haply may surpass your own.

ATHENS.



"All the triumphs of truth and genius over prejudice and power, in every country and in every age, have been the triumphs of Athens.

"Wherever a few great minds have made a stand against violence and fraud, in the cause of liberty and reason, there has been her spirit in the midst of them; inspiring, encouraging, consoling;—by the lonely lamp of Erasmus; by the restless bed of Pascal; in the tribune of Mirabeau; in the cell of Galileo; on the scaffold of Sidney.

"But who shall estimate her influence on private happiness? Who shall say how many thousands have been made wiser, happier, and better, by those pursuits in which she has taught mankind to engage; to how many the studies which took their rise from her have been wealth in poverty,—liberty in bondage,—health in sickness,—society in solitude. Her power is indeed manifested at the bar; in the senate; in the field of battle; in the schools of philosophy. But these are not her glory. Wherever literature consoles sorrow, or assuages pain,—wherever it brings gladness to eyes which fail with wakefulness and tears, and ache for the dark house and the long sleep,—there is exhibited, in its noblest form, the immortal influence of Athens."

"Such," continues Mr. Macaulay, "is the gift of Athens to man. Her freedom and her power have for more than twenty centuries been annihilated; her people have degenerated into timid slaves; her language into a barbarous jargon; her temples have been given up to the successive depredations of Romans, Turks, and Scotchmen; but her intellectual empire is imperishable. And when those who have rivalled her greatness, shall have shared her fate; when civilization and knowledge shall have fixed their abode in distant continents; when the sceptre shall have passed away from England;—her influence and her glory will still survive;—fresh in eternal youth, exempt from mutability and decay, immortal as the intellectual principle from which they derived their origin, and over which they exercise their control."

SOUTH AFRICANS AND THE LETTER.

Mr. MOFFATT, the African missionary, speaking at a public meeting of the schools which had been established in South Africa, said, "he had been compelled to leave his family, and live a semi-savage life one hundred miles from the missionary station. He could not hear from them, for there were no mail-coaches in that country. On one occasion, however, he received a letter from Mrs. Moffatt; and a chief, sitting beside him, wished to know what it was. He translated to him a part of the contents. The individual who brought it looked at him with utter amazement, and at last exclaimed, 'Verily that letter speaks: if I had known it, I would not have brought it. It has told every word that is true, and yet it has no mouth.' Some time after he wished to get an individual to convey a letter to Mrs. Moffatt, but could not procure one, though he offered the most liberal remuneration. A simpleton was at last obtained, who promised to take it; but when he received it, he thought it was not worth carrying; he expected to receive something in a bag, and that they were playing a trick with him. He was told that it would convey all the news to Mrs. Moffatt; upon which he threw it down, and nothing could prevail on him to take it. He said, it would speak to him on the road, and make him go out of his wits.

On another occasion, when he wished to forward a letter, he asked a native to carry it; but the man hesitated, though he did not like to refuse, for he did not wish to disoblige him (Mr. Moffatt.) At last he inquired whether he could not put his spear through it; to which he replied he might if he thought that the most convenient way of carrying it. The man answered, 'No; but if he ran his spear through it it would not say a syllable to him all the way he went.' Now, however, schools were established, churches were gathered, books were read from one end of the land to the other, and the cry was, 'Give us more, more education.'



TEA.

THE history of commerce does not, perhaps, present a parallel to the circumstances which have attended the introduction of tea into Great Britain. This leaf was first imported into Europe by the Dutch East India Company, in the early part of the seventeenth century; but it was not until the year 1666, that a small quantity was brought over from Holland to this country, by the Lords Arlington and Ossory; and yet, from a period earlier than any to which the memories of any of the existing generation can reach, tea has been one of the principal necessities of life among all classes of the community. To provide a sufficient supply of this aliment, many thousand tons of the finest mercantile navy in the world, are annually employed in trading with a people by whom all dealings with foreigners are merely tolerated; and from this recently acquired taste, a very large and easily collected revenue is obtained by the state.

The tea plant is a native of China or Japan, and probably of both. It has been used among the natives of the former country from time immemorial. It is only in a particular tract of the Chinese empire that the plant is cultivated; and this tract, which is situated on the eastern side, between the 30th and 33d degrees of north latitude, is distinguished by the natives as the "tea country." The more northern part of China would be too cold; and farther south the heat would be too great. There are, however, a few small plantations to be seen near to Canton.

The Chinese give to the plant the name of *tea* or *tha*. It is propagated by them from seeds, which are deposited in rows four or five feet asunder; and so uncertain is their vegetation, even in their native climate, that it is found necessary to sow as many as seven or eight seeds in every hole. The ground between each row is always kept free from weeds, and the plants are not allowed to attain a higher growth than admits of the leaves being conveniently gathered. The first crop of leaves is not collected until the third year after sowing; and when the trees are six or seven years old, the produce becomes so inferior that they are removed to make room for a fresh succession.

The flowers of the tea tree are white, and somewhat resemble the wild rose of our hedges:

these flowers are succeeded by soft green berries or pods, containing each from one to three white seeds. The plant will grow in either low or elevated situations, but always thrives best and furnishes leaves of the finest quality when produced in light stony ground.

The leaves are gathered from one to four times during the year, according to the age of the trees. Most commonly there are three periods of gathering; the first commences about the middle of April; the second at midsummer; and the last is accomplished during August and September. The leaves that are earliest gathered are of the most delicate color and most aromatic flavor, with the least portion of either fibre or bitterness. Leaves of the second gathering are of a dull green color, and have less valuable qualities than the former; while those which are last collected, are of a dark green, and possess an inferior value. The quality is farther influenced by the age of the wood on which the leaves are borne, and by the degree of exposure to which they have been accustomed; leaves from young wood, and those most exposed, being always the best.



[Tea-gathering—from a Chinese drawing.]

The leaves, as soon as gathered, are put into wide shallow baskets, and placed in the air or wind, or sunshine, during some hours. They are then placed on a flat cast iron pan, over a stove heated with charcoal, from a half to three quarters of a pound of leaves being operated on at one time. These leaves are stirred quickly about with a kind of brush, and are then as quickly swept off the pan into baskets. The next process is that of rolling, which is effected by carefully rubbing them between men's hands; after which they are again put in larger quantities on the pan, and subjected anew to heat, but at this time to a lower degree than at first, and just sufficient to dry them effectually without risk of scorching. This effected, the tea is placed on a table and carefully picked over, every unsightly or imperfectly dried leaf that is detected being removed from the rest, in order that the sample may present a more even and a better appearance when offered for sale.

The names by which some of the principal sorts of tea are known in China, are taken from the places in which they are produced, while others are distinguished according to the periods of their gathering, the manner employed in cringing, or other extrinsic circumstances. It is a commonly received opinion, that the distinctive color of green tea is imparted to it by sheets of copper, upon which it is dried. For this belief,

there is not, however, the smallest foundation in fact, since copper is never used for the purpose. Repeated experiments have been made to discover, by an unerring test, whether the leaves of green tea contain any impregnation of copper, but in no case has any trace of this metal been detected.

The Chinese do not use their tea until it is about a year old, considering that it is too actively narcotic when new. Tea is yet older when it is brought into consumption in England, as in addition to the length of time occupied in its collection and transport to this country, the East India Company are obliged by their charter to have always a supply sufficient for one year's consumption in their London warehouses; and this regulation which enhances the price to the consumer, is said to have been made by way of guarding in some measure

against the inconveniences that would attend any interruption to a trade entirely dependent upon the caprice of an arbitrary government.

The people of China partake of tea at all their meals, and frequently at other times of the day. They drink the infusion prepared in the same manner as we employ, but they do not mix with it either sugar or milk. The working classes in that country are obliged to content themselves with a very weak infusion. Mr. Anderson, in his narrative of Lord Macartney's Embassy, relates that the natives in attendance never failed to beg the tea leaves remaining after the Europeans had breakfasted, and with these, after submitting them again to boiling water, they made a beverage, which they acknowledged was better than any they could ordinarily obtain.—*Penny Magazine.*



CAPTURE OF ELEPHANTS.

It is remarkable that in every mode of capturing the wild elephant, man avails himself of the docility of individuals of the same species, which he has already subdued. Birds may be taught to assist in ensnaring other birds; but this is simply an effect of habit. The elephant, on the contrary, has an evident desire to join its master in subduing its own race; and in this treachery to its kind, exercises so much ingenuity, courage, and perseverance, that we cannot find a parallel instance of complete subjection to the will of him to whom it was given to "have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth."

From some peculiar circumstances which have not been accurately explained, large male elephants are sometimes found apart from the herd. Sir S. Raffles says, speaking of the elephants that he met with in his journey through the southern Presidencies to Passumah, "The natives fancy that there are two kinds of elephants, the *gaja berkam-pong*, those which always go in herds, and which are seldom mischievous, and the *gaja selunggal*, or single elephants, which are much

larger and ferocious, going about either single or only two or three in company. It is probable the latter kind are only the full grown males." They probably, in many cases, separate themselves from their companions in search of fresh pastures. But as they are sometimes found in a state of considerable irritation, doing much mischief wherever they pass, it has been thought that these have been driven away by the stronger males, and that they are suffering all the agonies of unavailing jealousy. Being the finest elephants, and therefore the best adapted for sale, the hunters soon mark them for their own. They follow them cautiously by day and by night, with two, and sometimes four trained females, called *Koomkies*. If it be dark, they can hear the animal striking his food, to clean it, against his fore legs, and they then approach tolerably close; if light, they advance more cautiously. The females gradually move towards him, apparently unconscious of his presence, grazing with great complacency, as if they were, like him, inhabitants of the wild forest. It is soon perceived by them whether he is likely to be entrapped by their arts. The drivers remain concealed at a little distance, while the *koomkies* press round the unhappy *goondah* or *sawn*, (for

so this sort of elephant is called.) If he abandon himself to the caresses of his new companions, his capture is almost certain. The hunters cautiously creep under him, and during the intoxication of his pleasure, fasten his legs with a strong rope. It is said that the wily females will not only divert his attention from their machinations, but absolutely assist them in fastening the cords. Mr. Howitt made a spirited drawing of this curious scene, from the descriptions of Captain Williamson.

The hind legs of the captive being secured in a similar manner, the hunters leave him to himself, and retire to a short distance: In some cases he is fastened at once to a large tree, if the situation in which he is first entrapped allows this. But under other circumstances, in the first instance his legs are only tied together. When the females quit him he discovers his ignominious condition, and attempts to retreat to the covert of the forest. But he moves with difficulty, in consequence of the ropes which have been lashed round his limbs. There are long cables trailing behind him, and the mahouts, watching an opportunity, secure these to a tree of sufficient strength. He now becomes furious, throwing himself down, and thrusting his tusks into the earth. If he break the cables, and escape into the forest, the hunters dare not pursue him; but if he is adequately bound, he soon becomes exhausted with his own rage. He is then left to the further operation of hunger, till he is sufficiently subdued to be conducted, under the escort of his treacherous friends, to an appointed station, to which, after a few month's discipline, he becomes reconciled.

[From the N. Y. Journal of Commerce.]

MORSE'S ELECTRO-MAGNETIC TELEGRAPH.

THE complete success which has attended the working of this telegraph, now in operation between Washington and Baltimore, has attracted public attention to it, even in this bustling city, and led to many inquiries to the method by which such wonderful results are achieved. It was fortunate both for the inventor and the invention, that the communication was completed between Washington and Baltimore prior to the meeting of the Democratic National Convention, (the proceedings of which were awaited with so much interest,) because an opportunity was thereby afforded to test the practicability and usefulness of the invention, in the most effectual manner. By means of this telegraph, every new movement of the convention was made known at Washington almost simultaneously with its occurrence; while with the same rapidity, the proceedings of congress were made known at Baltimore. The Washington Spectator of Wednesday said:

"The locomotive, with the mail, came thundering along last night with the intelligence up to 5 o'clock, which had been received here by the lightning express two hours and a half previously."

In fact, by the electro-magnetic telegraph, railroad speed is rendered comparatively snail-like. Were this telegraph extended from Portland to New-Orleans, intelligence could be transmitted the whole distance in a space of time as

short as is required to transmit it from Washington to Baltimore; or at least, the difference would not be perceptible. It is easy to see that such a telegraph would be of great importance in case of war. If a hostile fleet should make its appearance off Portland, the fact could be made known at New Orleans, or at any intermediate station, in three minutes. Moreover this telegraph can be worked with the same facility and effect by night as by day—in stormy weather as in sunshine—which is not the case with the telegraphs heretofore in use. The latter also are worked but slowly, and at every station the process must be repeated. Not so with Morse's telegraph. Supposing the communication to be complete, a single touch of the wire would send the intelligence around the globe. At least this is probable, for Professor Morse's experiments show that although the power of the magnet diminishes for the first ten miles, there is no perceptible diminution afterwards, within the limits to which the experiment has been extended [beyond the 10th mile] viz. 33 miles. From the 10th to the 33d mile inclusive, the weight sustained by the magnet was a constant quantity. And the presumption is, that the same law holds good for any greater distance. The scientific facts on which Professor Morse's invention rests, are thus stated by a committee of congress.

First. That a current of electricity will pass to any distance along a conductor connecting the two poles of a voltaic battery or generator of electricity, and produce visible effects at any desired points on that conductor.

Second. That magnetism is produced in a piece of soft iron (around which the conductor, in its progress, is made to pass) when the electric current is permitted to flow, and that the magnetism ceases when the current of electricity is prevented from flowing. This current of electricity is produced and destroyed by breaking and closing the galvanic circuit at the pleasure of the operator of the telegraph, who in this manner directs and controls the operation of a simple and compact piece of mechanism, styled the register, which at the will of the operator at the point of communication, is made to record, at the point of reception, legible characters, on a roll of paper put in motion at the same time with the writing instrument.

These characters, consisting of dots and horizontal lines, the inventor has arranged into a conventional alphabet, as follows:

ALPHABET.		NUMERALS.	
A	— — — —	1	— — — —
B	— — — —	2	— — — —
C	— — — —	3	— — — —
D	— — — —	4	— — — —
E	— — — —	5	— — — —
F	— — — —	6	— — — —
GJ	— — — —	7	— — — —
H	— — — —	8	— — — —
IY	— — — —	9	— — — —
K	— — — —	0	— — — —
L	— — — —		
M	— — — —		
N	— — — —		
O	— — — —		
P	— — — —		
Q	— — — —		
R	— — — —		
SZ	— — — —		

T —
U —
V —
W —
X —

The machine which produces these characters, (called the register,) is moved by a weight like a clock, the slip of paper being wound about a cylinder, and carried under the style by the operation of the machinery. To the style or pen which makes the marks, is attached a piece of iron, resting just above a mass of soft iron, which last is instantly rendered a magnet by the transmission of the electric current. This current is transmitted by means of protected wires, supported at suitable distances and at a proper elevation, by posts or spars. Suppose the operator to be at Washington, and that he wishes to transmit intelligence to Baltimore. He has before him the two extremities of the wires, and the means of sending along a current of the electric fluid. The instant he brings them together, the soft iron mass in Baltimore becomes a magnet—the iron above it is drawn towards it; and the style to which it is attached, is pressed upon the paper; and this, being carried forward by the machinery which is at the same instant by another magnet set in motion, receives the impression. As soon as the two wires are separated, the soft iron is no longer a magnet—the iron above is no longer attracted, and the pen no longer rests upon the paper. By bringing the wires in contact and instantly separating them, a dot is made; by keeping them in contact for a little time, a dash; and by the combination of these two, all the words in the language and all the numerals, may be written and read.

By means of this telegraph, 12 to 20 characters, i. e. (in effect,) letters of the alphabet, can be transmitted in a minute; or as fast as a printer could set up the types. So if the communications were complete from Washington to New-Orleans, the president's message, if not unreasonably long, might be read entire in the latter city in 24 hours after it was delivered, and portions of it in a much less time.

A LITERARY CURIOSITY.

A poetical friend of ours (says the Boston Transcript) has a paper-folder, with the following line from Gray, marked on it:

"The ploughman homeward plods his weary way."

On looking at the quotation, it occurred to him that it might be expressed in various ways, without destroying the rhyme or altering the sense. In a short time, he produced the following eleven different readings. We doubt whether another line can be found, the words of which will admit of so many transpositions, and still retain the original meaning:

The weary ploughman plods his homeward way.
The weary ploughman homeward plods his way.
The ploughman, weary, plods his homeward way.
The ploughman, weary, homeward plods his way.
Weary the ploughman plods his homeward way.
Weary the ploughman homeward plods his way.
Homeward the ploughman plods his weary way.
Homeward the weary ploughman plods his way.
Homeward the ploughman, weary, plods his way.
The homeward ploughman weary plods his way.
The homeward ploughman plods his weary way.

A B C.

BY ELIZA COOK.

Oh, thou Alpha Beta row,
Fun and freedom's earliest foe,
Shall I e'er forget the primer,
Thumb'd beside some Mrs. Trimmer,
While mighty problem held me fast,
To know if Z was first or last?
And all Pandora had for me
Was emptied forth in A B C.

Teazing things of toil and trouble,
Fount of many a rolling bubble,
How I strived with pouting pain,
To get ther quartered on my brain.
But when the giant feat was done,
How nobly wide the field I'd won!
Wit, reason, wisdom, all might be
Enjoyed through simple A B C.

Steps that lead to topmast height,
Of worldly fame and human might,
Ye win the orator's renown,
The poet's joy, the scholar's gown:
Philosophers must bend and say:
'Twas ye who op'd their glorious way:
Sage, statesman, critic, where is he
Who's not obliged to A B C.

Ye really ought to be exempt,
From slighting taunt and cool contempt:
But drinking deep from learning's cup,
We scorn the hand that filled it up.
Be courteous, pedants,—stay and thank
Your servants of the Roman rank,
For F. R. S. and L. L. D.
Can only spring from A B C.

OFFICIAL.

The certificate heretofore issued to Thomas E. Burdick, of the county of Fulton, was, on the 30th of April last, duly annulled, for causes made known to the Department, on satisfactory evidence.

The Superintendent desires it to be expressly understood that the number of State certificates of qualifications granted by him, in pursuance of law, will be restricted to five in each county annually, to be specially recommended for this purpose by the County Superintendent, in his annual report; specifying particularly the superior qualifications of the candidates recommended, and the length of time he or she may have been engaged in teaching a common school, and that no certificate will be granted, except under special circumstances, to any teacher who has taught for a less period than three years.

S. YOUNG, Supt. of Com. Schools.

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West Point, N. Y., May 1843.

My Dear Sir,—I have too long delayed thanking you for the copy of your Manual of Chemistry, which you kindly sent me. I have looked through the book with considerable attention, and it appears to me that you have succeeded in making a judicious selection and arrangement of the most important facts and theories of Chemical Science. There is much usually included in text books, which is only useful to refer to, but which cannot advantageously form a part of the usual course of instruction; and I think you have done well in omitting such matter. I think your Manual well adapted to the course of chemical instruction usually given in this country, and without hesitation would recommend it for the use of students.

Believe me sincerely your friend,

[Signed,]

J. W. BAILEY.

Prof. J. Johnston, Wes. Univ'y.

From Prof. Booth, of the High School, Phila.

Phila., Nov. 30, 1842.

I find, upon a careful examination of Johnston's Manual of Chemistry, that it is extremely well adapted to the object for which it is designed. As a text book, I regard it as superior to Turner's Chemistry, on which it is based, being more condensed and practical, and yet sufficiently expanded, and equally presenting the late rapid advancement of the science.

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I am, dear sir, your most ob't humble serv't,
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